DOCUMENT RESUME

ED 128 233 95 SO 008 620

TITLE	Materials and Human Resources for Teaching Ethnic Studies: An Annotated Bibliography.
INSTITUTION	Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	75
GRANT	OEG-0-74-9136
NOTE	284p.; For related documents, see SO 009 398 and ED 120 032
AVAILABLE FROM	Publications, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (order publication no. 184, $7.95 paper cover)
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; Cultural Awareness; Cultural Background; Curriculum Development; Elementary Secondary Education; *Ethnic Groups; *Ethnic Studies; Films; *Human Resources; Instructional Films; Instructional Materials; Minority Groups; *Resource Materials; Social Studies

ABSTRACT

The selective, annotated bibliography identifies over 1,000 materials for teaching ethnic studies. The majority of listed K-12 curriculum materials are recent, published after 1965. With a few exceptions, the materials relate only to the experiences and lives of ethnic peoples in the United States. Selection of materials was done by scholars in the field who recommended the documents which they considered "musts." The major organizer for listing the materials is regional category of ethnic group: Afro Americans, Asian Americans, British Americans, Central and Western European Americans, East European Americans, Irish Americans, Italian Americans, Jewish Americans, Latin Americans and Carribbean Americans, Mediterranean Americans, Mexican Americans, Native Americans, Religious Groups, and Scandinavian Americans. Within each group, materials are arranged by curriculum materials, student resources, teacher resources, and films. The majority of materials are annotated and rated on their format, accuracy, intercultural understanding, and educational quality. Also provided are listings of ethnic organizations and human resources and of publishers of ethnic materials. (Author/DB)

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ED128233

Materials and Human Resources for Teaching Ethnic Studies

An Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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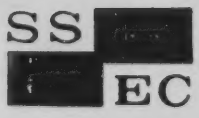
An Annotated Bibliography



Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

1975

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$7.95

The work reported herein was supported by grant #OEG-0-74-9136 from the U. S. Office of Education. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official position or policy of the Office of Education.

ORDERING INFORMATION

This publication is available from:

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It is also listed in *Resources in Education* and can be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, identified as SO 008 620. See *Resources in Education* for ordering information and ED number.

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ACKNOWLEDGEMENTS

Many persons are responsible for the compilation of this bibliography. The work was completed with funds from a U.S.O.E. Title IX grant, "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials." The National Advisory Council for this grant consisted of: James A. Banks, Associate Professor of Education, University of Washington; Carlos E. Cortés, Chairman, Mexican American Studies, University of California, Riverside; Mark M. Krug, Professor of Education in History and the Social Sciences, University of Chicago; P. John Lymberopoulos, Dean of Continuing Education, University of Colorado; Wesley M. Westerberg, Director, American Swedish Institute, Minneapolis; and John Yee, Teacher, Aurora Central High School, Aurora, Colorado. Members of the National Advisory Council gave invaluable advice in the identification of ethnic studies resources and in the development of the *Ethnic Studies Materials Analysis Instrument* (Boulder, Colorado: Social Science Education Consortium, Inc., 1975).

The staff members who worked on the bibliography include Sharryl Hawke and Frances Haley, who were responsible for the identification and collection of materials; Edith W. King and Mary Jane Turner, who analyzed the curriculum materials; Robert Watford and Bonny Cochran, who annotated the student resources and films; James Giese, who annotated the teacher resources; Martha Koerner, who developed and annotated the listing of organizations and human resources and was responsible for the final production of the manuscript; and Fay Metcalf and June Ramos, who lent assistance in annotating resources.

A special thanks is given to Irving Morrissett, project director, who gave his advice, assistance, and encouragement throughout the project.

PREFACE

In June 1974, the Social Science Education Consortium, Inc., received a Title IX grant from the U. S. Office of Education. The purpose of this grant, entitled "Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials," was to survey ethnic heritage curriculum materials, and to collect, analyze, and disseminate analyses of these materials.

It became apparent very early that this was a monumental task. Although the role of particular ethnic groups in American society has been neglected for many years in the classroom (in favor of the more popular "melting pot" theory), publishers have continued producing classroom materials about these ethnic groups.

MATERIALS IDENTIFICATION AND SELECTION

Identification of Materials

The first major task undertaken by the project was the identification of ethnic studies materials. Although most materials are easily identifiable, many are not specifically labeled ethnic studies. Thus, it is often difficult to tell which may have ethnic content. The following procedures were used in identifying materials for the project.

Publisher's Catalogs. Over 300 publisher's catalogs were sent for and offerings related to ethnic studies were identified and collected. For the most part, materials were received free of charge. In rare instances, materials were purchased; however, grant funds for the purchase of materials were severely limited, so only documents essential to the project, which were not available as review copies, were purchased.

Bibliographies and Curriculum Guides. Letters were written to the social studies specialists in each of the 50 states requesting bibliographies and curriculum guides produced by the state or by school districts within the states. From these bibliographies and guides, materials were identified and requested from their publishers.

Ethnic Heritage Organizations and Human Resources. Letters were written to each of the 42 U.S.O.E. Title IX projects, asking them to identify organizations and persons who were knowledgeable about ethnic studies. These organizations and persons were contacted and asked to identify materials. These materials were then collected from publishers.

Selection of Materials

In general, all materials identified were ordered; however, it was necessary to be selective in the following cases:

Ethnic Groups in the United States. Many materials discuss ethnic groups in their native lands. With three exceptions, the materials collected related only to the experiences and lives of ethnic peoples in the United States. These exceptions were materials on Blacks, Mexican Americans, and Puerto Ricans. Materials on African heritage were included because they traditionally have been part of Black studies. Materials on Mexico are also included, because the history of the southwestern United States is inextricably intertwined with the history of Mexico. Puerto Rico is an American territory, and to understand Puerto Rican life on the mainland, one must look at Puerto Rican life in Puerto Rico.

Publication Dates. Curriculum materials published prior to 1965 seem to rely primarily on the "melting pot" theory and are frequently outdated in their point of view. Therefore, if there were two books on the same topic, the one with the most recent publication date was usually chosen. This criteria was applied primarily to curriculum materials. Many of the "classic" student and teacher resources, particularly those on immigration history, have old publication dates.

Recommendations. A plethora of materials dealing with some ethnic groups—e.g., Blacks, Jews, Native Americans, Mexican Americans—are available. In these instances, we had to be selective because of the sheer numbers. Our selection

procedure involved contacting many scholars in the field of ethnic studies, and asking them to recommend those documents which they considered "musts" in the field. All of these recommendations were included.

In some cases, there were few, if any, materials which we could identify for a group. We wrote to scholars in these cases also, and asked them to help us find documents. All of those recommended were collected by the project.

Types of Materials

The materials collected were organized into four categories: curriculum materials, student resources, teacher resources, and films.

Curriculum Materials. Materials in this category are defined as those having both a student component, such as a text or filmstrip, and a teacher component, such as a guide or list of suggested activities. Textbooks are the most easily recognizable group of materials in this category. A second major group is multimedia products, usually filmstrips with accompanying cassettes or records.

Student Resources. Student resources are those materials which students can use to obtain information on ethnic groups, without direction or intervention by the teacher. These materials include novels, collections of readings, and general reference works written at student reading levels. Although the majority of these books are appropriate only for secondary students, there are many novels which can be used by elementary-level students.

Teacher Resources. Teacher resources are books and articles which are not necessarily suitable for use by students, but which can be used by the teacher for background, reference, or knowledge about specific ethnic groups or ethnic concepts.

Films. Very few films are included in this bibliography, as film collection was done on a selective basis. Other than films of historical nature, the majority available focus on immigration, heroes from various ethnic groups, or problems of prejudice and discrimination.

In addition to the materials annotated in this document, a large number of curriculum guides from state and local school districts were collected. These guides vary in quality from poor to excellent. They are not included in the bibliography because the school districts which produced them often do not have necessary facilities for selling the documents.

ORGANIZATION OF THE BIBLIOGRAPHY

The bibliography has three major sections: Materials, Ethnic Organizations and Human Resources, and Publishers. Following is a description of how the materials within each section are organized.

Materials

Ethnic Groups. The major organizer for the materials section is ethnic group. For efficiency, the ethnic groups have been clustered into major categories. Table 1 provides groupings and ethnic groups that are included in each.

Since the categories in Table 1 are somewhat different than those normally seen, a brief word of explanation is necessary.

In those cases where many materials are available, groups are listed separately. This is the reason why Jewish Americans are not included under the category, "Religious Groups in America," and why Irish Americans are not included under the "British Americans."

The use of the term "Multi" at the end of each category indicates that materials focus on more than one of the groups in the category. For example, in Scandinavian Americans a reference listed under Multi may have information on Danes, Finns, and Norwegians; thus, it is listed as a "multiethnic" resource on Scandinavian Americans.

There is also a major category called "Multiethnic" and one entitled "General." The difference in these two categories should be noted. "Multiethnic" refers to those

Table 1

ETHNIC GROUPS BY CATEGORIES

AFRO AMERICANS
- African Heritage
- Black American

ASIAN AMERICANS and PACIFIC AMERICANS
- Asian
- Chinese
- East Indian
- Guamanian
- Hawaiian
- Japanese
- Korean
- Oriental
- Pakistanian
- Philipino
- Samoan
- Multi

BRITISH AMERICANS
- Appalachian
- English
- Scotch Irish
- Scotch
- Welsh
- Multi

CENTRAL and WESTERN EUROPEAN AMERICANS
- Austrian
- Cajun
- Dutch
- French
- French Canadian
- German
- Portuguese
- Spanish
- Multi

EAST EUROPEAN AMERICANS
- Croatian
- Czech
- Hungarian
- Latvian
- Lithuanian
- Polish
- Russian
- Ukrainian
- Yugoslavian
- Multi

GENERAL

IRISH AMERICANS

ITALIAN AMERICANS

JEWISH AMERICANS

LATIN AMERICANS and CARIBBEAN AMERICANS
- Brazilian
- Cuban
- Guatemalan
- Latin American
- Peruvian
- Puerto Rican
- South American
- Multi

MEDITERRANEAN AMERICANS
- Arabian
- Armenian
- Greek
- Lebanese and Syrian
- Multi

MEXICAN AMERICANS

MULTIETHNIC

NATIVE AMERICANS
- Eskimo
- Indian
- Multi

RELIGIOUS GROUPS IN AMERICA
- Amish
- Catholic
- Eastern Religions
- Hutterite
- Jehovah's Witness
- Lutheran
- Mormon
- Protestant
- Quaker
- Multi

SCANDINAVIAN AMERICANS
- Danish
- Finnish
- Icelander
- Norwegian
- Swedish
- Multi

references which deal with different ethnic groups but treat each group separately, by chapter or section. For example, a reference entitled "Irish, Italians, and Blacks: Similarities and Differences" would be a multiethnic reference. "General" includes those books which deal with broad, general concepts of ethnicity. Although such books may, on occasion, use specific ethnic groups as examples, for the most part ethnicity is treated in a general way.

In using the bibliography, if you wish to identify resources on German Americans, you can check Table 1. You will find that resources on German Americans are found under the broad general heading, Central and Western European Americans. If you refer to the Table of Contents, you will find on which page the annotations related to German Americans begin. You will also want to check the "Multi" category at the end of that heading, since there may also be references there which include German Americans.

Materials Types. Within each ethnic group heading, the materials are divided into three types: curriculum materials, student resources, and teacher resources. The majority of the curriculum materials are annotated, and the annotation is accompanied by a rating scale. An analysis system was applied to those materials which were rated numerically (see *Ethnic Studies Materials Analysis Instrument.* Boulder, Colorado: Social Science Education Consortium, Inc., 1975). The results of these analyses were averaged, and materials were rated on a scale of 0 to 6 for the following five criteria:

1. Format - the visual presentation of the materials and the effect of the visual presentation on the user's perception of content.
2. Realism and Accuracy - the portrayal of the genuine nature of representative life styles, past and present.
3. Intercultural Understanding - the extent to which the materials promote an awareness, acceptance, and appreciation of both the diversity and the interrelatedness of ethnic heritage groups.
4. Educational Quality - the quality of the rationale, objectives, instructional theory, and teaching strategies present in the materials.
5. Overall Recommendation - the analyst's rating on the overall usefulness of the materials for ethnic studies.

When reading the rating scales, it is important to note that the overall recommendation is not necessarily an average of the other four items. Overall recommendation refers to the quality and usefulness of the materials for teaching about the particular ethnic group represented in the materials. For example, a particular set of materials may have a very poor format, yet be an excellent source for teaching about a particular ethnic group. The materials would receive a high rating for intercultural understanding and a low rating on format. However, the overall recommendation would be high, indicating that the materials were recommended for use in teaching ethnic studies.

Some curriculum materials, such as the social studies textbook series, are merely annotated. Most of those materials do not have enough ethnic heritage content to apply a comprehensive analysis system to them, but are included to give teachers a picture of how the materials they are using reflect ethnicity.

Both curriculum materials and student resources are divided into two broad grade level areas: K through 6 and 7 through 12. In those instances where materials may be relevant for only one grade level, they are included in the broad category and a notation is made in the annotation.

As noted above, student resources are for further student enrichment and do not require teacher intervention. Teacher resources are for background use by the teacher. Those materials that can be used by both student and teacher for background and enrichment are included in both categories.

Ethnic Organizations and Human Resources

This section of the bibliography is also organized according to ethnic groups. Within each grouping, entries are alphabetical. The editors have made every effort to include

only those organizations and individuals who will provide services to teachers and schools. We very much regret those we may have omitted.

Publishers

The names and addresses of all publishers for the bibliographic entries in the first section are listed. It should be noted that the addresses are of main offices, rather than ordering offices or warehouses. Readers should check with the publishers to determine the correct address before ordering materials.

Materials Annotations

AFRO AMERICANS

AFRICAN HERITAGE

CURRICULUM MATERIALS

Grades 7-12

Elisofon, Eliot. *Black African Heritage.* New York: Westinghouse Learning Corporation, 1972.

Format 4 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

This material depicts cultural aspects—art, music, dance, sculpture, and literature—of African life which have influenced Afro Americans as well as the whole Western world. It is a good collection with excellent photographs.

Kueng, Dennis. *Selected Proverbs of Africa.* Minneapolis: Minnesota: Minneapolis Public Schools, Task Force on Minority Cultures.

This is a five-page paper composed of African proverbs, with an introduction and questions at the end. Although not considered explicitly ethnic heritage material, it does offer some insights into understanding African customs and culture.

STUDENT RESOURCES

Grades K-6

Arkhurst, Joyce Cooper. *The Adventures of Spider.* New York: Scholastic Book Services, 1964.

Six traditional folk tales of West Africa are included in this heavily illustrated little book. Having an obvious moral, each story deals with clever and mischievous Spider, a character well known in African folklore. It would be useful to play the record, *Anansi the Spider,* by Folkways, after students have read this book. Some of the story lines are the same, but the presentation is different. It would be profitable for students to compare the two.

Arkhurst, Joyce Cooper. *More Adventures of Spider.* New York: Scholastic Book Services, 1972.

Although these West African folk tales are African rather than Afro American, they are useful to show the relationship between the folklore of the two areas. These tales focus on the concepts of cleanliness, hospitality, good manners, and adventures. There are six stories in this collection which is the second in a series by Ms. Arkhurst. There are a few illustrations and a short glossary.

Clarke, Mollie. *Congo Boy: An African Folk Tale.* New York: Scholastic Book Services, 1965.

A young boy wanted to go hunting with his father, which he was told he could not do until he had a spear of his own. After a series of episodes reminiscent of *The House that Jack Built,* he achieves his goal.

Grades 7-12

Baraka, Imamu Amiri. *Afrikan Revolution.* Newark, New Jersey: Jihad Publishing Company, 1973.

This brief poem was written in Conakry, Guinea, 1973, after Amilcar Cobral's funeral. It is a plea for African people all over the world to unite in trying to liberate all African nations.

Makouta-Mboukou, J.P. *Black African Literature.* Rockville, Maryland: Black Orpheus Press, Inc., 1973.

This is a succinct and sympathetic work which might be used in an African or ethnic studies course to teach the relationship between Black-American and Black-African literature. The first chapter discusses the oral tradition—proverbs, folk tales, riddles, and songs. The second chapter explains the problem of elitist literature—that written in a colonizer's language. Some well-known works are analyzed. The final chapter is a plea for more emphasis on the role of art in the schools. The author is a teacher in Congo-Brazzaville.

Maran, Rene. *Batouala: An African Love Story.* Rockville, Maryland: Black Orpheus Press, Inc., 1972.

This realistic novel was first published in 1922 and was considered a turning point in the literary and intellectual history of Africa. It received great acclaim by the Negritude school and by anti-colonialists, but was considered highly inflammatory by French critics who demanded that it be outlawed in all French African colonies. Ernest Hemingway wrote of it "you smell the smells of the village, you eat its food, you see the white man as the Black man sees him, and after you have lived in the village you die there. That is all there is to the story, but when you have read it, you have been Batoula, and that means that it is a great novel." Because the subject matter and the language is very explicit about sex, the teacher should read the novel to decide whether it is appropriate for particular classes.

Maynard, Richard A. *Africa on Film: Myth and Reality.* Rochelle Park, New Jersey: Hayden Book Company, Inc., 1974.

This illustrated student resource is designed to expose the deeply grained mythology which obscures objectivity in understanding African culture. Supplementing any study of Blacks or Africa, it presents a vivid picture of the subtleties that influence our thinking about other cultures.

Nwankwo, Nkem. *Danda.* London: Fontana Books, Dist. by Franklin Watts, Inc., 1964.

An exuberant comic, Danda keeps his Nigerian village in constant uproar. There are many references to Ibo customs, and these will be difficult for American students to understand. Explored is the conflict between early Ibo Christians and those who prefer traditional beliefs. This would be appropriate for mature students who have some background in West African culture.

TEACHER RESOURCES

Makouta-Mboukou, J.P. *Black African Literature.* Rockville, Maryland: Black Orpheus Press, Inc., 1973.

This is a succinct and sympathetic work which might be used in an African or ethnic studies course to teach the relationship between Black-American and Black-African literature. The first chapter discusses the oral tradition—proverbs, folk tales, riddles, and songs. The second chapter explains the problem of elitist literature—that written in a colonizer's language. Some well-known works are

analyzed. The final chapter is a plea for more emphasis on the role of art in the schools. The author is a teacher in Congo-Brazzaville.

Mphahlele, Ezekiel. *The African Image.* New York: Praeger Publishers, Inc., Subs. of Encyclopaedia Britannica, Inc., 1962.

In this complex book, Mphahlele deals with the image of Africa, as held by Blacks and whites. Although concerned with many themes, the author, in Chapter Five, traces the dialectical development of the Afro-American's image and experience in Africa. The book as a whole is well suited for a literary approach to ethnic studies, but the focus is on Africa, not America.

BLACK AMERICANS

CURRICULUM MATERIALS

Grades K-6

Anderson, Judith L., and Patricia Minor. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrow-mindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (from Field Social Studies program).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

The Black Rabbits and The White Rabbits: An Allegory. Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **2** Realism and Accuracy **NA** Intercultural Understanding **5** Educational Quality **2** Overall Recommendation **2**

The Black Rabbits and The White Rabbits is an open-ended allegory of race relations done in cartoon style. The plot is presented simply, facilitating elementary level comprehension. The Teacher's Guide, however, is too sketchy to be of much use. Possibly a creative teacher might be able to use this material effectively along with other ethnic heritage resources.

Firebird Library. New York: Scholastic Book Services, 1973.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The *Firebird* books are unusual and effective ethnic studies curriculum materials. Consisting of 16 separate paperback books, the series focuses on little-taught

aspects of American history, culture, and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further enhance the stories. Teacher's Guides provide innovative strategy and activity ideas. The books are designed for elementary students but would be enjoyed by junior high school students also. The titles which specifically relate to Blacks are: *Faces of Freedom; The Fighting Congressman; Give Me Liberty: Black Valor in the Revolutionary War; John Brown's Raid: A Picture History of the Attack on Harpers Ferry; Virginia; Reaching for Freedom: Paul Guffe, Norbert Billieux, Ira Aldridge, James McCune Smith; The Spy, The Lady, The Captain, and The Colonel; The Storming of Ft. Wagner: Black Valor in the Civil War; Three Against Slavery;* and *To Change the World: A Picture History of Reconstruction.*

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format 4 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families, are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese American, Native American, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

McVicar, Kenneth, and Patricia Hardy. *People in America (*from *TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socio-economic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

Nash, Shirley, and John R. Belton. *Robert and His Family.* Chicago: Singer Education Division, 1967.

Format 3 Realism and Accuracy 3 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 6

This depicts a typical middle class family as a role model for most children to see the universality of middle class family life. Technically, it is very well done.

Sakoi, Ruth. *Dimensions: We Are Black.* Chicago: Science Research Associates, Inc., 1969.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

We are Black is an innovative approach in understanding Black Americans through the use of literature. The materials, for younger children, contain elements of stereotyping and are hero oriented. As the reading level increases, however, the portrayal of Blacks is better suited for a course on ethnic studies.

Spangler, Earl. *The Negro in America (*from *In America series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format 2 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 1

This series of 15 texts is not recommended because they tend to be simplistic,

hero dominated, and, in some instances, inaccurate. The books follow a conventional style of presentation and no teaching technique other than "telling" is employed.

Wesley, John. *Equality* (from *Interact game series*). Lakeside, California: Interact Company, 1971.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 4

This elementary simulation focuses on many ethnic groups, with an emphasis on Black Americans. The materials reflect the problems of slavery and the social psychology of racial prejudice.

Williams, Lee. *A Probe into Leadership: Images of Black Americans* (from *Searchbooks in the Social Sciences).* New York: Harcourt Brace Jovanovich, Inc., 1971.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 4

This book presents a fairly complete picture of Black Americans as an ethnic group. It emphasizes highly, through the use of hero-dominated material, the influence Blacks have had on the American culture. The materials seek to promote self-pride in students' own origins and cultures.

Winslow, Eugene, and Evelyn Winslow. *The Colors of Man Kit.* Chicago: Afro-Am Publishing Company, Inc., 1971.

Format 4 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 6

The Colors of Man Kit focuses mainly on Blacks, but takes an anthropological approach that encompasses all racial groups. Included are suggested activities and excellent teaching tactics for use with elementary children.

Grades 7-12

Abt Associates, Inc. *Pursuit.* Pleasantville, New York: Reader's Digest Services, Inc., 1970.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This simulation and accompanying resource packet is a good way to teach contemporary Black problems and the Civil Rights movement from 1954-1970.

Afro-American Literature. Great Neck, New York: Educational Dimensions Corporation, 1968.

Format 4 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 5

Afro-American Literature is a set of filmstrips that is artistically done and highly informative, but definitely geared to secondary or university levels, intellectually. Theoretical orientations are well presented on historical and contemporary Black literature.

Afro-Americans Speak for Themselves. Great Neck, New York: Educational Dimensions Corporation, 1969.

Format 6 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Afro-Americans Speak for Themselves is an overview of the total Black experience, combining art, literature, and history to describe the current situation of Black Americans. The text looks at influences the American Black has had on the United States in terms of revolting against legal, residential, and occupational restrictions.

It, in its entirety, is a very comprehensive unit which could serve well as part of an ethnic heritage curriculum.

Anderson, Thomas. *Crispus Attucks;* Hines, John. *The Celebration; The Genius of Benjamin Banneker;* and Uwen, Nathan. *Martin Luther King, Jr.* (from *Language Arts Drama Series*). New York: New Dimensions Publishing Company, 1970.

Format 3 Realism and Accuracy 2 Intercultural Understanding 3 Educational Quality 1 Overall Recommendation 1

The *Language Arts Drama Series,* from the New Dimensions Publishing Company, is garbled, poorly conceived, and written narrowly on Black American heroes only. Because the import is mainly on language arts (workbooks emphasize spelling and grammer), it would not be a useful ethnic heritage resource in itself.

Appel, Selma, and John J. Appel. *The Distorted Image: Stereotype and Caricature in American Popular Graphics, 1850-1922.* New York: Anti-Defamation League of B'nai B'rith, 1974.

Format 3 Realism and Accuracy 3 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

As a result of extensive research, this text offers an excellent discussion and flexible definition of stereotyping—the origins of stereotyping, the motives of the people who use them, and the effects stereotyping has on those stereotyped.

*Black Studies (*from *Ethnic Cultures of America).* Inglewood, California: Educational Insights, Inc., 1973.

Format 2 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 1 Overall Recommendation 1

Black Studies discusses in a very comprehensive manner the influences Blacks have and have had on the development of government and social policies. A study of Black leaders is supplemented by a study of the diversity of life styles within this ethnic group.

Brown, Richard, and Van Halsey. *New Dimensions in American History.* Lexington, Massachusetts: D.C. Heath Company, 1964-70.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 4

These four units from the original Amherst Projects, done between 1964-70, are sound historical materials using actual documents to describe the situations of Negroes in the South, Cherokees in Georgia, and immigrants generally. As supplementary material in ethnic heritage studies they would prove useful, but their design and conception were not geared for use in years beyond the early '70s.

Bruner, Richard W., and Jerry Peace. *Growing Up Black.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

Growing Up Black presents the stories of five young Blacks who have grown up in America. The four filmstrips and accompanying cassettes might be used effectively as a segment of a larger study on discrimination, but the material is not particularly well developed or insightful.

Da Silva, Benjamin. *The Afro-American in United States History.* New York: Globe Book Company, Inc., 1969.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

The Afro-American in United States History is one of the few of its kind in that it is specifically for slow learners with reading problems. The materials are well done

and present a thorough picture of the Afro American.

Durham, Russ, and Virginia Durham. *Abolition: An American History Simulation.* New York: Random House, Inc., 1971.

Format 5 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

The total kit, *Abolition,* focuses solely on the Abolition movement in American history. Offering many viewpoints on this period of history, it seeks to promote a recognition of the universality of human problems. Comprehensive and free of bias, the text, through case studies and problem-solving exercises, elicits from the student affective and higher cognitive reasoning.

Earle, Jim, and J.W. Devеir. *Jazz: The Music of Black America.* Great Neck, New York: Educational Dimensions Corporation, 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 6

This exciting set of materials on Black heritage offers imaginatively presented factual and visual information on the influences of Black popular music (jazz) on American culture. The materials are entertaining as well as informative.

Ethnic Studies: The Peoples of America. New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level students, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. A very traditional approach is taken here: dwelling on "heroes" or well known citizens from specific ethnic groups, using a historical approach, and inserting statements on ethnic patriotism to America.

Finkelstein, Milton. *Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

Five Black Americans and Their Fight for Freedom. Santa Monica, California: BFA Educational Media, 1974.

Format 1 Realism and Accuracy 3 Intercultural Understanding 5 Educational Quality 3 Overall Recommendation 3

Five Black Americans and Their Fight for Freedom concentrates on Black "heroes." The visuals are not dynamic, and the audio script is slanted, building the hero without demonstrating cultural pluralism. However, the materials are written logically from historical perspectives and would be simple enough for this age group.

Forde, Gladys. *Profiles of Black Achievement: Eubie Black, Noble Sissle, Sterling Brown, Alma Thomas, Margaret Walker Alexander, James Van DerZee, Ame Bontemps, Aaron Douglass.* New York: Guidance Associates, 1973.

Format 5 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

Profiles of Black Achievement is a unique ethnic heritage material because it focuses on eight Black Americans and yet is not hero-dominated. The filmstrips/cassettes tell the stories of eight people who attained artistic prominence during their lifetimes. All are now beyond the age of 70, and each personally tells the story

of his or her creative endeavors. The materials combine an artistic use of photos with an interesting script and appropriate background music to create a sensitive and informative presentation. The Teacher's Guide has stimulating activities and a wealth of resources to support the filmstrips and to relate the materials' content to the broader American culture.

Frazier, Thomas R. *The Underside of American History: Other Readings.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Format 1 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 4 Overall Recommendation 5

To offer something more than a "white" view of history, as is often done in traditional history texts, this book presents in an innovative manner first-hand information on minorities. It would be more effective if a Teacher's Guide on rationale and teaching strategies were available with the student text.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Though the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Gordon, W.J.J. *Hang Up.* Boston, Massachusetts: The Unitarian Universalist Association, 1969.

Format NA Realism and Accuracy 3 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 3

The game *Hang Up* is an interesting and useful method of exploring Black-white relations. The game, as a model, could easily be adopted to fit other ethnic groups. Used with other materials, this simulation can aid student understanding of ethnic relations.

Grier, William. *On Being Black.* Chicago: Denoyer-Geppert Company, 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 4 Overall Recommendation 3

This presentation, if used sensitively by the teacher, could be interesting for Black and white students. Although Grier attempts to avoid stereotyping, there are some blatant stereotypic statements made.

In Bondage: The First 300 Years, The American Experience, The Search for Unity and Equality, and *The Struggle for Identity and Power (*from *Black in White America Series).* New York: Macmillan Publishing Company, Inc., 1974.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

The four student texts in this curriculum package are unusually comprehensive and show the result of extensive research. Photographs are of high quality and are fresh—not the same ones found in most texts. The materials use a case study approach in examining the history of Blacks in America.

Klein, Easy. *Ghettos of America.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 3 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

The filmstrips and cassettes present the lives of two young boys in two different "ghettos"—Harlem and Watts. The material presents a forthright, honest picture of

life of the children, school, and family in these two areas.

McNeil, Albert, and Roberta McLaughlin. *Music of the Black Man in America.* Glendale, California: Bowmar Publishing Corporation, 1973.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 4

This curriculum package is useful ethnic material if used in conjunction with other Black studies materials or other musical styles.

Patrick, John J. *The Progress of the Afro-American.* Westchester, Illinois: Benefic Press, 1970.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

The Progress of the Afro-American uses an innovative and well-conceived historical approach for studying the complete history and influences of the Black American. It could serve as a springboard for studying other ethnic groups.

Pinkney, Alphonso. *Black Americans (*from *Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Format 2 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 4 Overall Recommendation 5

This well-done series on ethnic groups gives students personal and sociological insights into the understanding of ethnicity and cultural pluralism in American society. The text would be useful as a teacher resource or as an upper high school level text.

The Poetic Voice of Black Experience. Great Neck, New York: Educational Dimensions Corporation, 1971.

Format 6 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

The Poetic Voice of the Black Experience is artistically yet educationally presented. It would serve well as a model for studying other ethnic groups as well.

Psychology Today Magazine. *Blacks and Whites.* Del Mar, California: Psychology Today Games, 1970.

Format NA Realism and Accuracy 2 Intercultural Understanding 4 Educational Quality 2 Overall Recommendation 1

Blacks and Whites, a simulation game, is to help students understand the interrelationships among ethnic groups—the alliances, the conflicts, the common struggles. Presenting an unbalanced study of ethnic cultures, it might give the students a distorted view of Black Americans.

Quarles, Benjamin, and Sterling Stuckey. *Chains of Slavery, A People Uprooted, Quest for Equality,* and *Separate and Unequal (*from *Afro-American History Program).* Chicago: Encyclopaedia Britannica, Inc., 1969.

Format 6 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

The content, which is politically and economically oriented, is highly traditional. To view this content in a slightly innovative way, all the materials in the package must be used as a whole.

Redding, Saunders, and Ernest White. *Our Family is Black.* Chicago: Coronet Instructional Media, 1970.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

With an Afro-American narrator, this filmstrip realistically depicts an ordinary day in

the life of an ordinary Black family. Dealt with in a reasonable and believable manner are many examples of discrimination and of pressures which beset Blacks and other minorities.

Seaberg, Stanley. *The Negro in American History: Which Way to Citizenship?* New York: Scholastic Great Issues Series, 1969.

Format **5** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Primary source materials comprise this two-volume series on Black history. The materials are sensitive and offer secondary students the chance to understand the Black experience in America.

Spivey, Robert A. *Religious Issues in American Culture.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Religious Issues in American Culture is a specialized curriculum for able senior high students. The materials reflect the concerns of pluralism from a religious standpoint.

Sullivan, Mary W. *Jokers Wild* and *Rattrap (*from *Happenings series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **4** Realism and Accuracy **3** Intercultural Understanding **3** Educational Quality **4** Overall Recommendation **4**

The *Happenings series* are four simply-written short stories in novel form about Black- and Mexican-American teenagers, all connected with rock bands, all having personal social problems. However, the stories and the Teacher's Guide describe the teenagers' problems at superficial levels (being too fat or unpopular), rather than exploring the broader social issues connected with each activity. The material reflects a limited perspective in the areas of ethnicity and cultural pluralism. A creative skillful teacher could use the *Happenings series* to advantage, but the teaching strategies would have to be modified.

Toppin, Edgar A. *The Black American in United States History.* Boston, Massachusetts: Allyn and Bacon, Inc., 1973.

Format **6** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

This historical perspective of Blacks in America is well written and illustrated and provides a sensitive approach. Published in 1973, the text shows more understanding and uses more value and attitude strategies than earlier material on the same subject. Although there are many books which focus on Blacks in United States history, this is a good student text to use in developing curriuclum.

Turner, Darwin T. *Voices From the Black Experience: African and Afro-American Literature.* Lexington, Massachusetts: Ginn and Company, 1972.

Format **4** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Voices From the Black Experience is a compilation of literature and poetry written by American, African, and Caribbean Blacks to help secondary students understand and empathize with the Black experience. The accompanying Teacher's Guide is well conceived and very helpful.

Understanding Contemporary Afro-American Art. Great Neck, New York: Educational Dimensions Corporation, 1968.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **5**

Containing two filmstrips and two cassettes, this material is a shorter version of a kit by the same name and same publisher. Depending on one's usage, the short or the long versions are well done and useful for presenting Black-American art.

Yount, David, and Paul DeKock. *Sunshine (from Interact game series).* Lakeside, California: Interact Company, 1968.

Format **NA** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **4**

Sunshine would be an exciting and meaningful simulation on Blacks, in some specialized conditions, but other materials would do the same job more effectively and with less need for many outside resources.

STUDENT RESOURCES

Grades K-6

Baldwin, Anne Norris. *Sunflowers for Tina.* New York: Scholastic Book Services, 1970.

Seen through the eyes of Tina are the difficulties of the long, hot summer in the inner-city. The illustrations by Ann Grifalconi are extremely well done.

Blue, Rose. *Black, Black, Beautiful Black.* New York: Franklin Watts, Inc., 1969.

A black night, black patent-leather shoes, black-and-white-striped zebras are some of the things that make Danita know that she is Black and beautiful. Written by a head start teacher, this book can be enjoyed by all age groups—preschool through adult. The book is especially useful for developing a sense of pride in very young Black youngsters. The illustrations, appropriately black and white, are done by Emmett Wigglesworth.

Bryan, Ashley. *Walk Together Children: Black American Spirituals.* New York: Atheneum Publishers, 1974.

This is a collection of the music and words Black Americans consider part of their heritage. They illustrate the subject, mood, rhythm, and depth that characterizes the total body of spirituals. Much of the music originated in the United States. This book would serve as a good supplement to Black studies or music in general.

Burt, Olive. *Negroes in the Early West.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

This book brings to light an area in which little documentation has been done. The book is a collection of stories about the famous and not-so-famous Blacks in the West. The book explores mountain men, founders of cities, businessmen, soldiers, cowboys, explorers, and women. The stories are presented in a straightforward manner and the illustrations are well done.

Davidson, Margaret. *Frederick Douglass Fights for Freedom.* New York: Scholastic Book Services, 1968.

Adapted from the autobiography of Frederick Douglass, this story has been simplified for the younger student, maintaining the essence of the original work. Illustrations and photographs have been as carefully chosen.

Dobrin, Arnold. *Scat!* New York: Scholastic Book Services, 1971.

In this novel, Scat portrays a young Black boy who differs with his elders on music preference. This borders a bit on ethnic or cultural studies.

Halliburton, Warren J., and Ernest Kaiser. *Harlem: A History of Broken Dreams.* New York: Doubleday and Company, Inc., 1974.

This illustrated book about Harlem in New York City presents the history, social,

political, and economic problems from a humanistic point of view. Contemporary issues and future directions culminate this easily read story of part of an American city and its minority population.

Hamilton, Virginia. *Zeely.* New York Scholastic Book Services, 1967.

This is a collection of fantasies and legends which have been passed on from generation to generation. The characters are all Black and lend very unusual perspectives to the stories.

Hannahs, Herbert. *People Are My Profession* (from *Open Door Book series).* Chicago: Childrens Press, Div. of Regensteiner Publishing, 1970.

As part of the *Open Door* series, this autobiographical sketch is about social work in houses of correction. The author is Black but speaks to all young people. The narrative relates the life of Herbert Hannahs, his youth, and the obstacles he overcame in life. Reference to careers in social work are included in the text.

Haynes, Betsy. *Slave Girl.* New York: Scholastic Book Services, 1973.

Through the eyes of 13 year old Cowslip, one experiences the conditions of slavery on a Southern plantation. Students learn, as does Cowslip, the meaning of freedom and the equality of all men.

Jackson, Florence. *The Black Man In America: 1619-1790* (from *The Black Man in America series).* New York: Franklin Watts, Inc., 1970.

This is a good, succinct history of Black Americans. Each episode described is short and straightforward. The illustrations are much better than in most books of this type. This history could serve as a classroom reference as well as a text.

Jackson, Jesse, and Elaine Landau. *Black in America: A Fight for Freedom.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1973.

This is a general history survey written from a Black point of view. Topics covered include the African heritage, the beginnings of slavery, revolts by slaves, the abolition movement, the Civil War and Reconstruction, and legal segregation and attempts to change it. The modern period is briefly examined. The book ends with a listing of outstanding Black Americans.

Keats, Ezra Jack. *The Snowy Day.* New York: Scholastic Book Services, 1962.

Although there is little ethnic content in this book, it is a well-illustrated novel about a young Afro American and his dreams.

Lexau, Joan M. *Striped Ice Cream!* New York: Scholastic Book Services, 1968.

This is a warm story about the hardships faced by a poor Black family. Although not delving into substantive description of the Black plight, it does reveal the struggles of individuals.

McGovern, Ann. *Black is Beautiful.* New York: Scholastic Book Services, 1969.

This book of photographs, although not specifically an ethnic heritage resource, creates a sensitizing tone for regarding Blacks. Black swans, bare trees in winter, puppies in a window—all build a symbolic image of Black is beautiful.

Moore, Eva. *The Story of George Washington Carver.* New York: Scholastic Book Services, 1971.

Known as the Peanut Man, Dr. Carver is presented here as a man not only responsible for developing over 300 products from the peanut, but as a man whose accomplishments range from painting still lifes to teaching for 40 years. Students see how a man, having been born a slave, has lived to be one of the great scientists in America.

Peterson, John. *The Cowboy.* New York: Scholastic Book Services, 1967.

This unique book sketches a routine day of a young boy. Although the hero is

Black, it seems to have nothing to do with the story line, and consequently is somewhat irrelevant to the study of ethnic heritage.

Rinkoff, Barbara. *Member of the Gang.* New York: Scholastic Book Services, 1968.

Woodie portrays a ghetto youth who must decide his identity and whether to belong to a gang. The setting, the inner-city area of a large city, and the language used in the dialogue seem authentic. Students might gain some understanding of the problems which confront young people like Woodie.

Shotwell, Louisa R. *Roosevelt Grady.* New York: Scholastic Book Services, 1963.

This is a story about a young Black boy whose family are seasonal farmworkers. It is a good narrative of migrant life in colorful language, presenting the picture of another culture.

Sterling, Dorothy. *Freedom Train: The Story of Harriet Tubman.* New York: Scholastic Book Services, 1954.

This fictionalized, but historically accurate, book is an account of Harriet Tubman's 19 trips into the Old South to help over 300 other slaves forge their way to freedom. She served as a scout, spy, and nurse during the Civil War and kept a home for unfortunate people until her death in 1913. The book is well written, exciting, and poignant and would serve as colorful extracurricular reading.

Sterling, Dorothy. *Mary Jane.* New York: Scholastic Book Services, 1959.

Revolving around a character who seeks to integrate her junior-senior high school, this novel describes historically the confrontation which arose during desegregation in the South. The characters are well portrayed and the story itself is engrossing.

Udry, Janice May. *What Mary Jo Shared.* New York: Scholastic Book Services, 1966.

This is a well-written short story that portrays the many feelings of growing up that students may have.

Weik, Mary Hays. *The Jazz Man.* New York: Atheneum Publishers, 1966.

This is the moving story of a boy named Zeke who walked with a limp and seldom left his Harlem apartment. With the help of the music of a piano player across the courtyard, Zeke builds up an inner life of his own. The woodcuts which illustrate the story are exceptionally well done.

Williams, Billy. *Iron Man (*from *Open Door Books series).* Chicago: Childrens Press, Div. of Regensteiner Publishing, 1970.

The autobiography of Billy Williams, a professional baseball player for the Chicago Cubs, is presented. He describes his life and the events that led to his award for breaking Stan Musial's consecutive game record.

Williams, Joe. *Enterprise (*from *Open Door Books series).* Chicago: Childrens Press, Div. of Regensteiner Publishing, 1970.

This biography of Joe Williams presents his story from childhood to the eventual owning of his own business.

Young, Margorie B. *The First Book of American Negroes.* New York: Franklin Watts, Inc., 1966.

This book, containing illustrations of famous and not-so-famous American Blacks, seems somewhat outdated as it refers to them as "Negroes." It discusses their identity; their origins; slavery; the Civil War; the story of Harlem and ghettos; segregation and integration in education; employment opportunities; cultural contributions in art, music, theater, and literature; and freedom movements. Although dated, it does seem to give a broad range of information about the American Black culture.

Grades 7-12

Adams, Russell L. *Great Negroes Past and Present.* Chicago: Afro-Am Publishing Company, Inc., 1969.

Originally developed to implement the teaching of Black history in 1963, this book has been revised several times. It contains short biographies of famous Blacks from the African heritage, early American history, and the Civil War period to the present. The rest of the book is divided into biographies of famous people from the fields of science, business, religion, education, literature, theater, music, and the visual arts. This would be a useful reference book on famous Black Americans.

Allen, Harold C. *Great Black Americans.* West Haven, Connecticut: Pendulum Press, 1971.

The stories of four Black Americans, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., and Jackie Robinson, are illustrated and narrated to show a variety of backgrounds and accomplishments.

Alvarez, Joseph A. *From Reconstruction to Revolution: The Black's Struggle for Equality.* New York: Atheneum Publishers, 1971.

This book provides an in-depth look at the period of Reconstruction to 1970, concentrating primarily on the struggle for equal rights and equal opportunity of Black Americans.

Angeles, Peter A. *The Possible Dream: Toward Understanding the Black Experience.* New York: Friendship Press, 1971.

The author uses a variety of techniques to help bridge the gap between whites and Blacks. Case studies of individual experiences, personal accounts, historical and statistical information, and discussion suggestions are included. Topics focus on housing, education, employment, Black ego and identity, and racism. It is a good source for non-Black students; however, teachers should preview the materials to understand the format and language.

Aran, Kenneth, and Herman Arthur. *The History of Black Americans.* New York: United Federation Of Teachers, 1972.

This book is an illustrated guide for teachers and students of Black history. Major units include African heritage, slavery, racism, family life, religion, Blacks in the economy, protest, culture, and urbanization. This study guide was developed by New York City teachers for teachers and students of all races to better understand the Black-American past.

Arnol, Dorothy S. *A Sense of the Past: Readings in American History.* New York: Macmillan Publishing Company, Inc., 1962.

This traditional collection of readings in United States history includes one selection on immigration, and short primary accounts on Native Americans, Black Americans, and Mormons.

Bambara, Toni Cade. *Tales and Stories for Black Folks.* New York: Doubleday and Company, Inc., 1971.

This collection of literature is designed for readers interested in stories and legends about Black Americans. Although written for a Black audience, others will find this presentation of the life and culture of Blacks in America enlightening and informative.

Banks, James A., and Cherry A. Banks. *March Toward Freedom: A History of Black Americans.* Belmont, California: Fearon Publishers, Inc., 1974.

The history of Black Americans from their African origins to the present is examined. Easy reading makes this illustrated work interesting. A section on famous Black Americans is included. Each chapter has a "using what you have

learned" section which includes discussion questions, vocabulary, check up quizzes, and varied activities. Some of the activities include dramatizations, radio broadcasts, simulations, further readings, community activities, and creative designs.

Baraka, Imamu. *Spirit Reach.* Newark, New Jersey: Jihad Publishing Company, 1972.

This is a collection of poems for and about Blacks; they emphasize an awareness of self and of racial attitudes. Those unfamiliar with Black expressions and culture will find the book difficult to understand.

Bennett, Lerone. *Before the Mayflower: A History of the Negro in America.* Baltimore, Maryland: Penguin Books, Inc., 1961.

First published in 1962, this survey of Black American history has become a classic. It tells the story of Afro Americans from their origins in western Africa through the Civil Rights revolts of the 1960s. It can be used as a text by good readers and as a supplementary resource by other students. It contains comprehensive and rarely found material on revolts, insurrections, and miscegenation. It also contains a lengthy chronology of important events in Black history and a very complete bibliography.

Bergman, Peter M., and Mort Bergman. *The Chronological History of the Negro in America.* New York: New American Library, Inc., 1969.

Divided into time spans which cover slavery, reconstruction, segregation, and fight for equality, this work is a year-by-year chronology of the Black experience in America. It includes a bibliography of bibliographies and a massive index and would be an excellent reference for teachers and students.

Bogle, Donald. *Toms, Coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Blacks in American Films.* New York: Bantam Books, Inc., 1973.

This book is an objective, illustrated history of Black performers in movies from the 1920s to the present. Bogle has attempted to put Black films and Black personalities in their proper historical perspectives and to show the significance of their place in this genre and in our society today. Bogle feels the essence of Black film history is not found in the stereotyped role, but in what actors have done with the stereotype. Personal biographies are included for background in explaining performers' directions and motives. The book is entertaining, objective, and well written.

Bonham, Frank. *Durango Street.* New York: Scholastic Book Services, 1965.

Rufus Henry represents a ghetto youth who is forced to join a gang. Students examine his motives and trace the efforts of a social worker in trying to redirect the gang's activities. Rufus is Black, but this is not central to the story.

Brink, William, and Louis Harris. *The Negro Revolution in America.* New York: Simon and Schuster, Inc., 1963.

This report is based upon a *Newsweek* magazine survey of Blacks throughout the country in 1963 after the assasination of President Kennedy. The report is a good classroom supplement for ethnic or sociological classes.

Brooks, Gwendolyn. *Aloneness.* Detroit, Michigan: Broadside Press, 1971.

This is a very brief, illustrated book with a poem about aloneness from a small Black child's perspective. It states, "I like aloneness, but I don't like loneliness." This statement is applicable, as is the text, to all groups of people.

Brooks, Gwendolyn. *A Broadside Treasury.* Detroit, Michigan: Broadside Press, 1971.

This is a collection of poems written by Blacks from 1965 to 1970. Some poems are about Blacks; some are about life in general.

Brooks, Gwendolyn. *Jump Bad.* Detroit, Michigan: Broadside Press, 1971.

This is a collection of prose and poetry by the "Blackstone Rangers," a large group of Chicago's "Black youth." The collection is a natural portrayal of emotions, showing how Blacks feel as Blacks and how they feel about other Blacks. Biographies are included.

Coles, Robert. *Farewell to the South.* Boston, Massachusetts: Little, Brown and Company, 1972.

A look at the South in the 1950s and '60s, this book portrays the social, economic, and political life in rural and urban, Black and white segments of the southern states. Accenting a "visiting with people" approach rather than a faraway, objective, academic view, Coles looks at the changes bringing about the disruption of a tradition-bound geographic section of America. Emphasis is on children, both Black and white, their feelings, aspirations, and attitudes toward their social environment.

Collom-Winslow, Margaret. *Expression: Black Americans.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Literature, music, art, customs, and institutional traditions are used here to convey the styles and modes of Black expression. They are organized historically from African origins to contemporary urban settings in America. Because it elicits a reader response, the text, used in a classroom, would create a very personalized atmosphere.

Cox, David. *How Does a Minority Group Achieve Power? A Case Study of Black Americans.* New York: John Wiley and Sons, Inc., 1969.

This text provides a case study approach to the different ways in which America's Black minority is seeking to achieve power. Woven into the excerpts are important ideas about the economic, intellectual, and social history of Black Americans. The readings are of high literary quality and many are scholarly, taken from both primary and secondary sources.

Cuban, Larry. *The Black Man In America* (from *Problems in American History Series*). Glenview, Illinois: Scott, Foresman and Company, 1971.

This text presents an aspect of American history that has generally been neglected. Organized around 15 problems, the book traces the history of the Black man as slave and freeman. Contributions of the Black to American society, Black leadership, and Black institutions are used to explore the long road to civil rights. Many of the readings are first-hand accounts in which the Black man speaks of and for himself. Students of varying abilities and backgrounds should gain fresh insights into this ten percent of our nation's citizens.

Dennis, R. Ethel. *The Black People of America.* New York: McGraw-Hill Book Company, 1970.

Designed for readers of all races, this fully illustrated history of the American Negro offers a balance to the standard views of America's past. It is easily adapted as a base for further research and individual investigations. Events and people are used extensively to provide background for the reader to gain a deeper understanding of the possibilities for and the limitations of contemporary actions.

Dictionary of Black Culture. New York: Philosophical Library, Inc., 1973.

This encyclopedic survey of the cultural background of the Black American covers basic issues, events, contributions, and biographies of Blacks. It serves as a library or classroom reference for teachers or students.

Ellison, Ralph. *Invisible Man.* New York: Random House, Inc., 1947.

First published in 1947, this book presents the story of the different experiences of a young Black in both the South and North. More importantly, it is a description of one man's search for identity. Despite its universal appeal, it is mature, and very lengthy, so teachers may want to preview it before assigning it to classes.

Factor, Robert L. *The Black Response to America: Men, Ideals, and Organizations.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1970.

This book explores the motives, techniques, problems, and strengths and weaknesses of Black leaders in two contrasting periods of United States history: the slave years and the early years of Black freedom. It is about men, ideals, and organizations from Frederick Douglass to the NAACP. Political, legal, economic, and intellectual attitudes are explored in a readable, detailed history.

Fall, Thomas. *Canalboat to Freedom.* New York: Dell Publishing Company, Inc., 1966.

This is an adventure novel where two young deckhands on a canalboat become involved in smuggling stowaway slaves. What emerges are differing opinions of this activity and struggles for solutions.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities.* New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides historical, statistical, and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferable to other groups.

Foner, Jack D. *Blacks and the Military in American History.* New York: Praeger Publishers, Inc., Subs. of Encyclopaedia Britannica, Inc., 1974.

This is a detailed history of the role Blacks played in the military services from the Colonial period through the Vietnam War. Sources include official documents, records, and newspaper stories. Chapter bibliographies are annotated and the text has a complete index.

Fox, Paula. *The Slave Dancer.* Scarsdale, New York: Bradbury Press, Inc., 1973.

A Newberry Medal award winner, this novel for young people describes the life of Jessie, whose job it is to play his fife to set the rhythm of slave work aboard a slave ship in the mid-1800s. It would serve well as an outside, supplementary reading.

Frazier, E. Franklin. *Black Bourgeoisie: The Rise of a New Middle Class in the United States.* New York: Macmillan Publishing Company, Inc., 1957.

Frazier, a sociologist, examines not only the financial rise of the Black middle class, but the implications of that rise in terms of self-identity. Feeling cut off from his own cultural traditions and shut out by the white group, the Black, according to Frazier, has created his own make-believe world of "Negro Business" and "Negro Society." Frazier finds the Black bourgeoisie as a whole to be insecure and frustrated. This was, in its time, an important sociological study.

Gaines, Ernest J. *The Autobiography of Miss Jane Pittman.* New York: Dial Press, Inc., 1971.

Because this novel was adapted for television, the story may be familiar to many students. The narrative is told in the first person as Miss Pittman might have told it to an historian taping her recollections. Miss Pittman begins with her memory of how she, as a slave child, served water to retreating Confederate soldiers and to advancing Union soldiers on the same day. It ends 100 years later when she helps lead a demonstration to give complete freedom to Black people. Many of the novel's episodes were omitted from the television presentation. This rich, strong story is highly recommended for secondary students.

Gayle, Addison. *Claude McKay: The Black Poet at War.* Detroit, Michigan: Broadside Press, 1972.

This is the story of Claude McKay, who has been called the "warrior poet." He writes of the cultural tyranny he has experienced and seen throughout the world. His poetry is aimed at inspiring Black men to continue to fight for freedom.

Gleason, Judith. *Santeria, Bronx.* New York: Atheneum Publishers, 1975.

Although fictional in character and events, this is a portrayal of an actual religious sect from the Yoruba people in Africa. Full of drums, songs, and dancing, this sect still exists in some places in the United States and Latin America. The book is very well written and is valuable for additional or individual reading in Black studies or humanities.

Goldston, Robert. *The Negro Revolution: From Its African Genesis to the Death of Martin Luther King.* New York: Macmillan Publishing Company, Inc., 1968.

From the Macmillan American Studies Program, this illustrated history presents the story of the Black Revolution from its African beginnings to the death of Martin Luther King. The book is fairly comprehensive and is useful as a single source or as a supplement to Black studies.

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white Protestant Americans are incorporated into the text.

Graham, Shirley. *Your Most Humble Servant.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1949.

This book discusses the accomplishments of Benjamin Banneker, a free Black landowner who contributed much to America. As little known as he is, he developed an almanac, worked on the plans for building Washington, D.C., served as an advisor to Jefferson, and contributed much to literature.

Guy, Rosa. *The Friends.* New York: Bantam Books, Inc., 1973.

A well-written novel about two girls growing up in Harlem, this book allows students to identify with the struggles and self-realizations which occur in Harlem life.

Hofstadter, Richard, and Michael Wallace. *American Violence.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1971.

This documentary history is an account of four centuries of violence in America. Hofstadter provides a succinct analytical introduction in which he attempts to explain how our violent nation somehow persuades its people that we are of the best behaved. Documents range from eyewitness reports to contemporary accounts, and each is introduced by a carefully developed headnote. One whole section deals with racial violence and includes reports on slave revolts, race riots, ghetto riots, and casualties of native people during conquest. This is a useful book for reference.

Hunter, Kristin. *The Soul Brothers and Sister Lou.* New York: Avon Books, 1969.

This is the powerful story of everyday life in a northern inner-city. Louretta comes to grips with the world she must face in a manner with which any teenager can empathize. It is a sure-fire book for reluctant readers, because the action is fast-paced and the characters are believable. It depicts life as it is really lived by many Americans and it relates to suburban students the "problems" which must be faced in everyday life.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the

stories of Irish, Italian, Oriental, Puerto Rican, and Black American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Joseph, Stephen M. *The Me Nobody Knows: Children's Voices From the Ghetto.* New York: Avon Books, 1969.

This is a collection of writings by children of slums. It explores how these students feel about themselves, their neighborhoods, and the world outside. Humorous and sad, the book reveals a large part of America's youth.

Katz, William Loren. *Eyewitness: The Negro in American History.* New York: Pitman Publishing Corporation, 1971.

Katz relates the history of the Afro American from the early colonial slave trade to recent times. The book is divided into chronological topics in Black history, each of which is composed of an historical narrative bringing out the salient features of each period. Following are sections of eyewitness accounts which amplify the topics. The volume is well done and very informative as a resource for teachers and students.

Lee, Don L. *Dynamite Voices: Black Poets of the 1960s.* Detroit, Michigan: Broadside Press, 1973.

This book on the Black poets of the 1960s includes, in addition to stories about the poets and examples of their poetry, a selected bibliography on Afro-American poetry from 1960 to 1970. It is a critical book which fills a need for evaluating new Black poets.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Logan, Rayford W., and Irving Cohen. *The American Negro: Old World Background and New World Experience.* Boston, Massachusetts: Houghton Mifflin Company, 1967.

The authors believe "that a better understanding of American history—and of the role that Negroes played in that history—can do much to close the gap now dividing the American people." The American Negro experience is placed in the context of our national history and plays an integral part in that history. The text traces Black history from African ancestors to modern civil rights movements.

Manoni, Mary. *The Black American: A Perspective Look.* Charlottesville, Virginia: The Michie Company, 1969.

This book is concerned with trying to explain America's present problems and accomplishments by examining the histories of its peoples, specifically Blacks in this case. An inquiry approach is used concluding each chapter; questions range from simple recall to quite serious questions of value clarification. Each chapter has a bibliography of complementary readings and a glossary.

Marshall, Catherine. *Julie's Heritage.* New York: Scholastic Book Services, 1957.

This is a story of a young Black girl's exclusion from a predominantly white high school and her attempts at finding her identity as a middle-class Black. The book is somewhat dated because of the terminology used.

Marshall, Paule. *Brown Girl, Brownstones*. New York: Avon Books, 1959.

Set in a neighborhood of Barbadians who have emigrated to Brooklyn, this very complex novel describes the growing up of a young girl from Barbados. Barbadian-American speech is used in dialogue which adds rhythm and color to the book. Because the contents and the conceptual levels are very mature, teachers would want to read this book before assigning it to students.

Maynard, Richard A. *The Black Man on Film: Racial Stereotyping (*from *Hayden Film Attitudes and Issues Series)*. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1974.

A good student resource text for ethnic studies, this anthology, well written and illustrated, is designed to accompany the viewing of motion pictures, past and present, which have in some way depicted Blacks in stereotypic roles. The book examines the history of stereotyping, the complexity of emotions behind it, and offers suggestions for alleviating these categorizations of peoples and groups.

Meier, August, and Elliot Rudwick. *From Plantation to Ghetto*. New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1970.

This is a brief, but comprehensive history of the Black experience in America. The book, a standard text in many schools and colleges, is especially strong in its treatment of ideology and of protest movements. This revised edition brings the book up to date with some new material on Black Revolution. There is an excellent bibliographic essay for each chapter.

Murphy, Sharon. *Other Voices: Black, Chicano and American Indian Press*. Dayton, Ohio: Pflaum/Standard, Div. of Standard Publishing Company, 1974.

This book presents the field of journalism and communication to the minority high school student. Although it might be designed for a course in English or career education, it provides a valuable resource for ethnic studies of Black, Chicanos, and Native Americans. For each of the three groups a bibliography, an address listing of state newspapers and periodicals, and a "Try it Out" section with various activities is provided. This topic has historical background as well as a relevant current emphasis.

The New Afro-American Series. Columbus, Ohio: Xerox Education Publications.

These eight colorful posters provide a brief picture biography and historical view of Booker T. Washington, Martin Luther King, Crispus Attucks, Ralph Bunche, Benjamin O. Davis, Jr., Thurgood Marshall, Charles Richard Drew, and Frederick Douglass.

Peck, Ira. *The Life and Words of Martin Luther King, Jr.* New York: Scholastic Book Services, 1968.

This is a sensitive and well-written account of the life, works, and dreams of Martin Luther King. It is well researched and contains an amazing number of photographs for a book so brief and so inexpensive. The concluding chapter "Free at Last" is particularly moving.

Quarles, Benjamin. *The Negro in the Making of America*. New York: Macmillan Publishing Company, Inc., 1964.

This was one of the first of the widely adopted histories of the Afro American. It spans the period 1619 to the early 1960s and concentrates on such topics as the nonslave Negro, a topic which is often neglected in such texts, and directions the Civil Rights movements have taken since the 1963 march on Washington.

Randall, Dudley. *Black Poetry*. Detroit, Michigan: Broadside Press, 1969.

This short anthology of poems about Blacks is designed to supplement anthologies that exclude them. Historical and contemporary poetry is included.

Randall, Dudley, and Margaret G. Burroughs. *For Malcolm X*. Detroit, Michigan:

Broadside Press, 1965.

Including photographs and biographies, this collection of poems on the life and death of Malcolm X offers anecdotal and serious, factual information on this famous Black hero.

Ross, David P. *Negroes in Our History: Afro-Am Portfolio No. 1.* Chicago: Afro-Am Publishing Company, Inc., 1969.

This supplementary material contains 24 prints designed primarily to be used as visual aids. Each print features a portrait of a Black contributor to American history with pertinent biographical data included. This is a good format idea but the pictures deal only with Black heroes, not the ordinary Black man and his contributions. This material would be worthwhile only accompanied by other materials on Black Americans.

Ross, David P. *Negroes in Our History: Afro-Am Porfolio No. 1.* Chicago: Afro-Am Publishing Company, Inc., 1969.

This is a collection of 24 prints designed primarily as visual aids for junior high and secondary students. Each plate features a portrait of a Black contributor to American history and progress with pertinent biographical data. The materials would be most successfully used if accompanied by other resources to provide a more complete history of the Black Americans.

Schwartz, Bert. *Great Black Athletes: Superstars of Tomorrow.* West Haven, Connecticut: Pendulum Press, 1971.

Famous Black athletes, such as Jessie Owens and Lew Alcindor, are covered in part one which includes 13 biographical sketches of both men and women. Part two discusses seven superstars of tomorrow in interesting and easy to read sketches.

Sloan, Irving J. *Blacks in America, 1492-1970: A Chronology and Fact Book.* Dobbs Ferry, New York: Oceana Publications, Inc., 1971.

This book presents a selected bibliography, names and addresses of libraries which house Black history collections, predominant Black colleges and universities, major Black organizations, Black publications, selected quotations, and museums. A chronological outline of Afro-American history is also presented along with excerpts from important executive orders on civil rights. This book could serve as a library or classroom reference or as an introduction to Black studies.

Stalvey, Lois Mark. *The Education of a Wasp.* New York: Bantam Books, Inc., 1970.

Students and teachers see in this book families' experiences and awakening awareness to the realities of American society. Through its good narrative style, white Protestants will relate easily to the background of this family and should feel similar reactions to their "experiences." Particularly well done are the examples in everyday life of individual awareness of inclusion in society.

Stanford, Barbara D. *I, Too, Sing America: Black Voices in American Literature.* Rochelle Park, New Jersey: Hayden Book Company, Inc., 1971.

This anthology is divided chronologically into historical sections on Black heritage, the Harlem Renaissance, and integration and protest. There is an editor's introduction preceding each section and questions for reflection or discussion following. An appendix includes biographies of the writers.

Starobin, Robert S. *Blacks in Bondage: Letters of American Slaves.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1974.

The bulk of the material in this book is documents describing plantation routine and Black resistance as written or articulated by slaves. These autobiographies tell of the hardships of plantation life, the slave trade, the relationship between the slaves and their masters, and the brutality of the slave system. The accounts also

reflect the personal, family, and religious lives of slaves, as well as the circumstances that made some slaves more rebellious. The author alerts the reader to be cautious when reading these letters; they are not always historically accurate, but they are accounts of slavery by slaves. This is an excellent book for reading a view of slavery other than the white man's.

Tunis, John R. *Go, Team, Go!* New York: Scholastic Book Services, 1954.

Although the book deals with Black characters, it is not well suited for a Black studies or ethnic studies course. The plot and characters are shallow and underdeveloped and seen in an offensive, stereotyped light.

Tyack, David. *Nobody Knows: Black Americans in the Twentieth Century.* New York: Macmillan Publishing Company, Inc., 1969.

This is an excellent, brief overview of the Black experience in America in the twentieth century. It begins with a description of the Springfield, Illinois race riot of 1908 and the American racial problems which that event symbolized. Chapters are devoted to different aspects of Black history from 1900 to 1940, to the demand for justice, 1941-1964, and with events since Watts.

Viewpoints: Red and Yellow, Black and Brown. Minneapolis, Minnesota: Winston Press Inc., 1972.

One of a series, this composite of 39 selections focuses on racism and the struggle of minorities in the United States to achieve equality. The theme that permeates this photo-essay narrative is a growing sense of pride among minority people in their rediscovered heritages.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1970.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other states of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Though these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Wheeler, Thomas. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

Witherspoon, Jill. *The Broadside Annual, 1972.* Detroit, Michigan: Broadside Press, 1972.

This short booklet presents the works and biographies of little-known Black poets prior to 1972.

Wright, Richard. *Native Son.* New York: Harper and Row, Publishers, 1940.

In this classic novel, Wright relates the story of Bigger Thomas who was born before the Civil Rights movement and legislation. Bigger was a forerunner in the sense that he refused to accept the enslavement of the Jim Crow laws, and he eventually found his release and sense of identity in acts of violence. Wright explains that his character is a composite of himself and others he has known.

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936.* Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all ethnic groups.

Ander, O. Fritiof. *In the Trek of the Immigrants.* Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Angeles, Peter A. *The Possible Dream: Toward Understanding the Black Experience.* New York: Friendship Press, 1971.

The author uses a variety of techniques to help bridge the gap between whites and Blacks. Case studies of individual experiences, personal accounts, historical and statistical information, and discussion suggestions are included. Topics focus on housing, education, employment, Black ego and identity, and racism. It is a good source for non-Black students; however, teachers should preview the materials to understand the format and language.

Aran, Kenneth, and Herman Arthur. *The History of Black Americans.* New York: United Federation of Teachers, 1972.

This book is an illustrated guide for teachers and students of Black history. Major units include African heritage, slavery, racism, family life, religion, Blacks in the economy, protest, culture, and urbanization. This study guide was developed by New York City teachers for teachers and students of all races to better understand the Black American past.

Astor, Gerald. *Minorities and the Media: A Ford Foundation Report.* New York: Ford Foundation, 1974.

This report summarizes the activities of the Ford Foundation which, in the aftermath of the urban racial disorders of the mid-1960s and the Kerner Report, began several programs to force the mass media to be more sensitive to minorities and their problems and concerns. The Ford programs endorsed the media's better coverage of minorities and supported the production of materials relevant to minority concerns.

Banks, James A. *Teaching the Black Experience: Methods and Materials.* Belmont, California: Fearon Publishers, Inc., 1970.

Banks is concerned with three major propositions in this short book. First, he provides an excellent rationale for the necessity of teaching the Black experience in American history to all students. He is also concerned with providing the classroom teacher with sources for teaching Black studies. To accomplish this, he includes a "the how to do it" component. It is an excellent starting point for studying the Black experience, but should be used in conjunction with more broadly-based ethnic studies guides.

Baraka, Imamu. *Spirit Reach.* Newark, New Jersey: Jihad Publishing Company, 1972.

This is a collection of poems for and about Blacks; they emphasize an awareness of self and of racial attitudes. Those unfamiliar with Black expressions and culture will find the book difficult to understand.

Bell, Bernard W. *The Folk Roots of Contemporary Afro-American Poetry.* Detroit, Michigan: Broadside Press, 1974.

The author's purpose is to show the manner and reasons for the use of folk materials in contemporary Afro-American poetry. Bell draws upon the writing and poetry of important Black authors in American history, especially those of the Harlem Rennaissance—the Rennaissance being important because it was an attempt to bridge the gap between folk art and high art. This book is an alternative for approaching ethnic heritage studies through poetry and the arts.

Bennett, Lerone. *Before the Mayflower: A History of the Negro in America.* Baltimore, Maryland: Penguin Books, 1961.

First published in 1961, this survey of Black-American history has become a classic. It tells the story of Afro Americans from their origins in western Africa through the Civil Rights revolts of the 1960s. It can be used as a text by good readers and as a supplementary resource by other students. It contains comprehensive and rarely found material on revolts, insurrections, and miscegenation. It also contains a lengthy chronology of important events in Black history and a very complete bibliography.

Bergman, Peter M., and Mort Bergman. *The Chronological History of the Negro in America.* New York: New American Library, Inc., 1969.

Divided into time spans which cover slavery, reconstruction, segregation, and fight for equality, this work is a year-by-year chronology of the Black experience in America. It includes a bibliography of bibliographies and a massive index and would be an excellent reference for teachers and students.

Billingsley, Andrew. *Black Families and the Struggle for Survival: A Challenge to the Churches.* New York: Friendship Press, 1974.

In opposition with the Moynihan Report of 1965, which argues that the problems of the Black community are rooted in the weaknesses of the Black family, Billingsley states in this book that it is a miraculous achievement that the Black family has remained as intact as it has. Survival has forced its resiliency. The book also explores the nature of Black women's problems and provides insights into teaching Black children self-pride.

Blassingame, John W. *New Perspectives on Black Studies.* Urbana, Illinois: University of Illinois Press, 1971.

Although this collection is designed as an attempt to clarify issues and problems of university and college Black studies programs, several of the essays have applicability to high school programs.

Bogle, Donald. *Toms, Coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Blacks in American Films.* New York: Bantam Books, Inc., 1973.

This book is an objective, illustrated history of Black performers in movies from the 1920s to the present. Bogle has attempted to put Black films and Black personalities in their proper historical perspectives and to show the significance of their place in this genre and in our society today. He feels the essence of Black film history is not found in the stereotyped role, but in what actors have done with the stereotype. Personal biographies are included for background in explaining their directions and motives. The book is entertaining, objective, and well written.

Brink, William, and Louis Harris. *The Negro Revolution in America.* New York: Simon and Schuster, Inc., 1963.

This report is based upon a *Newsweek* magazine survey of Blacks throughout the country in 1963 after the assasination of President Kennedy. The report is a good classroom supplement for ethnic or sociological classes.

Brody, Eugene B. *Minority Group Adolescents in the U.S.* Baltimore, Maryland: Williams and Wilkins Company, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a base for a course of study on contemporary minority cultures and problems.

Castañeda, Alfredo, Richard L. James, and Webster Robbins. *The Educational Needs of Minority Groups*. Lincoln, Nebraska: Professional Educators Publications, 1974.

This volume is divided into three parts, each dealing with the educational problems of culturally different groups, including Chicanos, Blacks, and Native Americans. Rather than containing substantive material for use in the classroom, the book's intent is to sensitize teachers to the problems of children from culturally diverse backgrounds and the implications for educators. The primary assumption in the book is that cultural pluralism is a major concern for educators and it is a factor of American life which should be recognized and encouraged.

Cohn, David L. *Where I Was Born and Raised*. Notre Dame, Indiana: University of Notre Dame Press, 1967.

Where I Was Born and Raised is a two-part portrayal of the Mississippi Delta region. The first part is a portrait of the region in 1935; the second, is a portrait of the same region in 1947. The author examines the people who inhabit the area from the diverse Black majority to the white minority. The major portion of the white minority are Anglo-Saxon Protestants, with a few Catholics, Sicilians, Chinese, Greeks, Jews, and Syrians. White-Black relations seem to have changed considerably since the book was written, but it is still an interesting look at a slice of history of racial relations, culture, and society in the South.

Cullinan, Bernice E. *Black Dialects and Reading*. Urbana, Illinois: ERIC/NCTE, 1974.

Although not specifically an ethnic heritage study, this collection is designed for those teachers who desire help in working with children whose language varies from standard English. Included are theoretical discussions, teaching strategies, and resources for the teacher to use in helping Blacks deficient in standard English and in reading.

Degler, Carl N. *Neither Black Nor White: Slavery and Race Relations in Brazil and the United States*. New York: Macmillan Publishing Company, Inc., 1971.

Through a comparative study of the biracial Brazilian society, the author attempts to come to terms with the nature of the Black-white relations in the United States. The author seeks to find if any society, especially the United States, can establish a biracial society built upon equality and whether a Black and white society can live in the spirit of mutual respect and justice.

Dictionary of Black Culture. New York: Philosophical Library, Inc., 1973.

This encyclopedic survey of the cultural background of the Black American covers basic issues, events, contributions, and biographies of Blacks. It serves as a library or classroom reference for teachers or students.

Drake, St. Clair, and Horace R. Cayton. *Black Metropolis: A Study of Negro Life in a Northern City*. New York: Harcourt Brace Jovanovich, Inc., 1945.

This is a two-volume study of the Black community of Chicago, from the initial large migrations from the South to prospects (as of 1961) for the future. Race relations, ghetto formations, and social results of "ghettoization" are analyzed.

Drotning, Phillip. *A Guide to Negro History in America*. New York: Doubleday and Company, Inc., 1968.

This guide explores the accomplishments and societal contributions of the Black man which have been excluded in the history books. Although the book does annotate Black accomplishments, it does not serve as a complete, definitive guide

to the study of Blacks.

Faderman, Lillian, and Barbara Bradshaw. *Speaking for Ourselves*. Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Chicanos, Jews, Native Americans, and white ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Fishel, Leslie H. and Benjamin Quarles. *The Black American: A Brief Documentary History*. Glenview, Illinois: Scott, Foresman and Company, 1970.

The Black American is a documentary history of Blacks in American history from the importation of the first Blacks to the present. The important aspects of that history are expressed by drawing upon contemporary evidence. This is a very fine source book.

Foner, Laura, and Eugene Genovese. *Slavery in the New World: A Reader in Comparative History*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Done by specialists, this collection of essays is a very good source for a unit on the history of slavery, especially in a comparative sense. It compares Latin America to British North America, institutions in both these areas and their relative impact on the institution of slavery, and West African unfree labor before the Atlantic slave trade. Other essays are included dealing with interpretations and methodology.

Fuchs, Lawrence. *American Ethnic Politics*. New York: Harper and Row, Publishers, 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they affect such things as foreign policy, Bossism, and machine politics.

Gayle, Addison. *Claude McKay: The Black Poet at War*. Detroit, Michigan: Broadside Press, 1972.

This is the story of Claude McKay, who has been called the "warrior poet." He writes of the cultural tyranny he has experienced and seen throughout the world. His poetry is aimed at inspiring Black men to continue to fight for freedom.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot*. Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic studies reading list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Gomez, Rudolph *et al. The Social Reality of Ethnic America*. Lexington, Massachusetts: D.C. Heath Company, 1974.

This is a collection of 27 essays on four ethnic groups in America: Afro Americans, Native Americans, Japanese Americans, and Mexican Americans. Each section is edited and introduced by a different scholar and represents a sampling of some very good and recent scholarship as well as "lay" writing from which a number of very important themes and concepts emerge.

Grambs, Jean, and John Carr. *Black Image: Education Copes with Color*. Dubuque, Iowa: William C. Brown and Company, 1972.

Black Image is a book about books which depict Black people in the United States. Concerned primarily with publications commonly available to school age

youngsters, the essays examine ways in which the values of a reader may be manipulated or influenced by the images or "hidden messages" contained in materials.

Handlin, Oscar. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* Cambridge, Massachusetts: Harvard University Press, 1959.

A part of the New York Metropolitan Region Study, this book is as much a slice of the history of New York City as it is ethnic studies. What is compelling about the volume is a chapter, entitled "Patterns of Adjustment," in which Handlin sets down the argument that the patterns of Blacks and Puerto Ricans show great similarity to those patterns of preceding groups. This chapter describes the problems of ethnic group adjustment to the American metropolis.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Katz, William Loren. *Eyewitness: The Negro in American History.* New York: Pitman Publishing Corporation, 1971.

Katz relates the history of the Afro American from the early colonial slave trade to recent times. The book is divided into chronological topics in Black history, each of which is composed of an historical narrative bringing out the salient features of each period. Following are sections of eyewitness accounts which amplify the topics. The volume is well done and very informative as a resource for teachers and students.

Klein, Herbert S. *Slavery in the Americas: A Comparative Study of Virginia and Cuba.* New York: Franklin Watts, Inc., 1971.

This is a comparative study of the institution of slavery in Virginia and Cuba. What it attempts to assess is the uniqueness of the North American system by comparing that experience with that of Cuba, through legal structure, religion, the diversity of agriculture, and the position of freed slaves. The point, ultimately, is that the uniqueness of North American slavery defined the way in which the Black and his culture would be assimilated into the larger society.

Kramer, Judith R. *The American Minority Community.* New York: Thomas Y. Crowell Company, 1970.

This is a very scholarly treatment of racial and ethnic minorities in America in which Kramer dwells extensively on the community relationship to minority groups. Within that central theme, the gamut of ethnic and racial minorities is treated.

Ladner, Joyce A. *Tomorrow's Tomorrow: The Black Woman.* New York: Doubleday and Company, Inc., 1971.

Ladner's book should be required reading for anyone teaching ethnic studies. The questions she asks and the point of view from which she asks them challenges the very heart of much of the social science literature on the Black community and particularly Black women within that community. She lays bare methodological problems and the inherent racism of the traditional view of the Black community. She argues that difference is not analogous with inferiority or deviance, but that Blacks have shown incredible adaptability, the antithesis of deviance. This book is a very valuable resource for regarding racial differences in sociologically innovative ways.

Lee, Don L. *Dynamite Voices: Black Poets of the 1960s.* Detroit, Michigan: Broadside Press, 1971.

This book on the Black poets of the 1960s includes, in addition to stories about the poets and examples of their poetry, a selected bibliography of Afro-American poetry from 1960-1970. It is a critical book which fills a need for evaluating new Black poets.

Lewis, Francione N. *Selecting Books for and About Black People.* San Francisco, California: Far West Laboratory, 1973.

The primary intent here is "sensitivity training" for teachers. It aids in developing skills in dealing with Blacks and the Black experience in the classroom.

Liebow, Elliot. *Tally's Corner: A Study of Negro Streetcorner Men.* Boston, Massachusetts: Little, Brown and Company, 1967.

This book presents an in-depth look at the daily lives of urban Black men who are generally semi-skilled and partly employed. It dissolves some stereotypes and presents a new view of the "social outcasts" who really never have been in the societal mainstream.

Light, Ivan. *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks.* Berkeley, California: University of California Press, 1972.

Light sets out to answer the question of why there has been an absence of Black retail proprietorship in the urban United States. Riots and destruction, perpetrated on white retail businesses in the Black ghettos, reveal that Blacks have been conspicuously underrepresented in small business enterprises. The author undertakes here a comparison of the growth of small businesses among other racial ethnic groups, specifically, the Chinese and Japanese, to uncover reasons for the emergence of this phenomenon. What he provides is a very lucid comparative study of the migration experience and upward social mobility of three American ethnic groups. The book is very strong in exposing the influences or absences of past, cultural, and regional traits.

Lincoln, C. Eric. *The Black Muslims in America.* Boston, Massachusetts: Beacon Press, 1961.

This is a superb study of the Black Muslims written by the scholar who first coined that term to describe this socio-religious group. Lincoln explains why an ideology so repugnant to many Blacks is nevertheless embraced by so many others. It is a very clear picture of the Muslims, up to 1960, as an ideology and as a movement.

Lorde, Audre. *From a Land Where Other People Live.* Detroit, Michigan: Broadside Press, 1973.

In this short collection of 25 poems, Lorde uses verse to speak to a vast number of social issues. The poetry must be read to be fully appreciated. Within the poems a reader can identify a number of social concerns such as Black identification with the war in Vietnam, the assassination of Malcom X, the shift in Black concern from the rural Southern farms to northern and western urban ghettos, and Lorde's view of sexual and racial discrimination. The verses in the collection may be used as an alternative avenue for approaching some important issues.

Meier, August, and Elliot Rudwick. *From Plantation to Ghetto.* New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1970.

This is a brief, but comprehensive history of the Black experience in America. The book, a standard text in many schools and colleges, is especially strong in its treatment of ideology and of protest movements. This revised edition brings the book up to date with some new material on Black Revolution. There is an excellent bibliographic essay for each chapter.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black, and Puerto Rican.* New York: New York University Press, 1972.

This collection of writings by ethnic authors presents Irish, Italian, Jewish, Black, and Puerto Rican views which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

National Association of Secondary School Principals. *Minority Cultures in the Curriculum.* Washington, D.C.: National Association of Secondary School Principals, 1970.

This April 1970, *Bulletin* of the NASSP is a collection of well-written essays from all parts of the country, assessing the state of minority studies courses, programs, and curricula. The essays use Black history and Black culture as their point of departure. Although still relevent to Black studies today, thinking in ethnic studies has surpassed that represented in these essays and has broadened the notions and concepts about how minorities should be treated in the school curriculum.

Ovington, Mary White. *Half a Man: The Status of the Negro in New York.* New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1969.

The author, a settlement house worker in New York City at the turn of the century during the period of progressive reform, writes a short and poignant book about the conditions of and the problems encountered by Blacks in Harlem at that time. This book presents a very interesting statement of social injustice by a contemporary reformer.

Schulz, David A. *Coming Up Black: Patterns of Ghetto Socialization.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

This is a study of ten families, five complete and five broken, over a three-year period. Its intent is to remove the myopia of middle class whites in looking at the Black ghetto. It is an attempt to study and explain the distinctive life style spawned by ghetto living, a life style often considered odd by outside observers. The author shows how the ghetto life style is in fact a very adaptive mechanism which ghetto dwellers adopt in order to live with the conditions of poverty and self-degradation produced by the larger society.

Sexton, Patricia. *Spanish Harlem.* New York: Harper and Row, Publishers, 1965.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life, and survival. This book is also prescriptive, in that the author is concerned throughout with possible solutions to the problems of the slum. A short, well-done study, it might well be most fruitfully read along with Oscar Lewis's *La Vida,* among others.

Sloan, Irving J. *Blacks in America, 1492-1970: A Chronology and Fact Book.* Dobbs Ferry, New York: Oceana Publications, Inc., 1971.

This book presents a selected bibliography, names and addresses of libraries which house Black history collections, predominant Black colleges and universities, major Black organizations, Black publications, selected quotations, and museums. A chronological outline of Afro-American history is also presented, along with excerpts from important executive orders on civil rights. This book could serve as a library or classroom reference or as an introduction to Black studies.

Southern Regional Council. *The Student Pushout: Victim of Continued Resistance to Desegregation.* Washington, D.C.: Southern Regional Council and the Robert F. Kennedy Memorial, 1973.

The focus is on Southern schools where hostility to desegregation still persists; however, this hostility is not confined to the South. Illustrated is the social problem where the outcast student represents a vast body of untapped human resources and ancillary problems such as drug abuse, underemployment welfare, and a burgeoning bitterness and despair. It is a good resource for looking sociologically at a particular racial problem.

Stone, James C., and Donald P. Nevi. *Teaching Multi-Cultural Populations: Five Heritages.* New York: Van Nostrand Reinhold Company, 1971.

This book was compiled to fill the void in curriculum materials which ignores the existence of culturally different peoples in American schools. It presents a number of essays arranged in five categories: Native, Black, Puerto Rican, Mexican, and Asian Americans. Essays are included which sensitize the teacher to the issues and problems of these groups in contemporary America. This would be an asset on a teacher's reading list.

Suttles, Gerald D. *The Social Order of the Slum: Ethnicity and Territory in the Inner City.* Chicago: University of Chicago Press, 1968.

Suttles, a sociologist at the University of Chicago, lived in a slum neighborhood on Chicago's Near West Side for almost three years. During that time he became a "member" of the community and observed in detail the workings of the neighborhood. The study produced is a very insightful blend of theory and experience, the result of which is a highly valuable book about the slum and its people.

Tyack, David. *Nobody Knows: Black Americans in the Twentieth Century.* New York: Macmillan Publishing Company, Inc., 1969.

This is an excellent brief overview of the Black experience in America in the twentieth century. It begins with a description of the Springfield, Illinois race riot of 1908 and the American racial problems which that event symbolized. Chapters are devoted to different aspects of Black history from 1900 to 1940, to the demand for justice, 1941-1964, and with events since Watts.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1970.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other states of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Washington, Joseph R. *Black Religion: The Negro and Christianity in the United States.* Boston, Massachusetts: Beacon Press, 1964.

Black Religion is an indictment of "segregated Christianity," manifested in both white and Black churches. Washington argues that Blacks are cut off from mainstream Christianity because of segregation, the result of which is their creation of replacement institutions. This book seeks to help Blacks come to terms with their subordinate positions in society.

FILMS

African Soul: Music, Past and Present. New York: Carousel Films, Inc.

This film might be used to promote student interest in topics which are inextricably, though tangentially, related to Black music. It draws connections between African culture and Black-American culture, using music as a common denominator.

The Black Cowboy. New York: Anti-Defamation League of B'nai B'rith.

This highly informative film not only discusses the Black cowboy but also Blacks in the west in general. Although it does describe well-known figures such as Nat Love, Bill Pickett, and Barney Ford, it also tells the story of men who are remembered only by their first names. The strength of this film lies in its creative use of old photographs, but the narrative is informative and appropriate for any viewer junior high school age or older.

Black History: Lost, Stolen or Strayed. Santa Monica, California: BFA Educational Media.

Narrated by Bill Cosby, this film shows the roles played by Blacks in American history which have been left out of traditional accounts. The narrative also discusses the psychological impact on Black people of the historical "loss." A major portion of the film deals with stereotypic treatment of Blacks in movies, using film clips to illustrate the points.

The Black Soldier. Los Angeles: Film Associates.

Narrated by Bill Cosby, this film describes the story of Black soldiers from the American Revolution to Vietnam. The emphasis is on the contributions these men have made in wartime and the discrimination they have faced. Taken from archive sources, the photographs are well chosen and well edited.

Harlem Renaissance: The Black Poets. New York: Carousel Films, Inc.

Through the poetry of Langston Hughes, several themes of the Black experience are related. The film is most suited to older high school students.

Heritage of the Negro. Bloomington, Indiana: Indiana University Audio Visual Center.

While exploring African heritage of American Blacks, this film for Blacks, whites, or mixed groups raises questions on the Latin American "lack of color" society, stereotyped Blacks in the American cinema, and attitudes of Blacks and whites toward the word "Negro." People are interviewed from many cultural backgrounds and an examination of ancient African civilization provides anthropological data for studying the African heritage of Blacks. This is a good film for exploring personal ethnic attitudes and for introducing the problems and issues of the Black experience.

A History of the Negro in America 1619-1860: Out of Slavery. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This film, one of a three-part series, presents a cursory review of the history of the American Negro up to the Civil War. The film with its pictures, paintings, and drawings presents a good living history, appropriate for a review of, or introduction to, Black history. A film guide accompanies the film and provides background information. The film is best used along with the other two titles and a debriefing session.

A History of the Negro in America 1861-1877: Civil War and Reconstruction. McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This film offers a glimpse of the violent struggle and resultant Emancipation Proclamation that "freed" the slaves. With the glorification of Abraham Lincoln and the abolitionists and scenes from Ku Klux Klan activities, this film tends to put all whites against all Blacks. Some details of history are omitted that would otherwise present a more balanced picture. Used with the other two films in the series, and enhanced with teacher/student discussions, it becomes a stronger, more important resource.

A History of the Negro in America 1877-Today: The Freedom Movement. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

An overview of twentieth century Black life is presented in this film. Covering only the period from the post-slave sharecropper to the Black as a World War II soldier, this film should be used in conjunction with the other films of this series if it is to become useful as the representation of a long struggle. The push for "freedom now" sounds the tone for this film at the close. Inferences may need to be discussed in class.

History of the Negro People Series. Bloomington, Indiana: NET/Indiana University Audio Visual Center.

Filmed in front of an audience at a lecture series, this film presents a panel discussion by renowned academicians, with Ossie Davis as the narrator and moderator. The film presents a good historical review with varied opinions about the future. All three reels are necessary for complete understanding. The film is a serious series presenting background for teachers and older high school students.

Kamerman, J.B. *Black Americans.* Santa Monica, California: BFA Educational Media.

This film contrasts a Black father and his son. They are polarized on most issues, especially those concerning race. The typical themes emerge as well as the typical questions.

Manhattan Street Band. New York: Carousel Films, Inc.

Mobil Oil Company sponsors a talent contest in New York City; this film is about a group that won. Although the film does reflect diversity in a New York City neighborhood, this is the only element remotely applicable to an ethnic heritage study.

Martin Luther King, Jr. Chicago: Journal Films.

This film was made before King's death and gives a fairly static description of his early life and civil rights efforts. It might be useful *only* if nothing else were available.

Minority Youth: Felicia. Santa Monica, California: BFA Educational Media.

Though the film is about only one Black girl, it may be adequate to introduce some of the general problems Blacks face in a white America. The teacher must be aware of the major issues of Black/white relations and must be sensitive to the fact that generalizing from the experience shown in the film is difficult.

National Education Television. *Diary of a Harlem Family.* Bloomington, Indiana: Indiana University Audio Visual Center, 1968.

This emotional film portrays ghetto life of a Black family of ten who suffer to stay alive. The film depicts ghetto life over a period of several weeks. Viewers realize the depressing futility of life faced by inhabitants of the ghetto.

The Other Face of Dixie. New York: Carousel Films, Inc., 1962.

This CBS film revisits Clinton, Tennessee; Norfolk, Virginia; Atlanta, Georgia; and Little Rock, Arkansas several years after the court desegregation orders. Interviews with community and state officials, students and teachers, and the news media provide a look at the aftermath of southern school integration.

Slavery. Bloomington, Indiana: Indiana University Audio Visual Center.

This 30-minute film introduces the history of slavery from the 1740s through the Civil War. Former slaves tell the stories of their lives and of other slaves' lives. Periodically interspersed are singing and narration of dates and important events during slavery that pertain to these particular slaves. This is a somewhat biased film on the evils of slavery and would only be applicable if shown with other films or materials.

Still a Brother: Inside the Negro Middle Class. New York: Contemporary McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This is a very well done film, divided into three 30-minute segments, depicting life in the Black middle class. It covers all aspects of Black middle class life by comparing the white and Black middle classes, by eliciting conversations with Blacks, and by examining scenes from Black middle class life. Beginning with the slavery period, the film discusses the way Blacks view themselves and other Blacks, the Black movements, and the riots that have occurred. It reveals the discrimination and prejudice the Black man has faced and the shame he has overcome by changing his hairstyle, music, dance, slogans, and source of pride. It

also discusses the future of the Black. This film could be used as the only film in a unit on Black Americans.

To Be Black. New York: Contemporary McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This is a two-part film discussing the hostility and frustration that the Black man feels today. To obtain a well-rounded view of different Black groups in society, the film interviews a college student, high school student, a teacher, a school administrator, a family, and medical groups. Even though this film is well done, it should be used with other material on Blacks because it shows only a one-sided view of the frustration, anger, and rage of the Black man today.

The Way Out. Chicago: Instructional Dynamics, Inc.

This three-part film is designed to aid in the understanding of the problems of the poor, the uneducated, and the unskilled. Part one, which is particularly good for students, presents the backgrounds of the Native American, Puerto Rican, Chicano, Black, and white Appalachian. Part two is a discussion group seminar with representatives of minority groups relating their feelings, and part three is a presentation by foremen and supervisors about their relationships with minority workers.

ASIAN AMERICANS AND PACIFIC AMERICANS

CHINESE AMERICANS

CURRICULUM MATERIALS

Grades K-6

Anderson, Judith L., and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Program).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Manoni, Mary M. *The Chinese American (*from *Accent on Ethnic America Series).* Stanford, California: Multi-Media Productions, Inc., 1972.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **5**

Since not much ethnic heritage curriculum materials for upper elementary school levels are available on diverse ethnic groups, *The Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English-speaking male voice with no musical background or examples of ethnic dialects, with the exception of *The Italian American.* The visuals are not striking and the research is not particularly comprehensive.

Grades 7-12

King, David C. *The Mirror Images: How Americans and Chinese View Each Other.* New York: Center for War/Peace Studies, 1973.

Format **NA** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **5** Overall Recommendation **6**

These five experimental units offer a cross-cultural perspective of the Chinese Americans, an area which has been little explored. Helping students in the cognitive and affective domains, *The Mirror Images* is a valuable resource.

STUDENT RESOURCES

Grades K-6

Oakes, Vanya. *Willy Wong: American.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1951.

This is a story about a fifth-grade Chinese boy who lives in San Francisco with his family. His conflict between the white and Chinese culture is heightened by his grandfather who discourages his "Americanism," but who tells exciting tales about his life working for the railroads in the 1890s. Willy attends a Chinese school after regular school hours and resents it because he does not have time to play football and other sports with his friends. How Willy works out a balance between his two lives makes an interesting and informative tale for children who have not been exposed to Chinese culture and heritage.

Grades 7-12

Chu, Daniel, and Samuel Chu. *Passage to the Golden Gate: A History of the Chinese in America to 1910.* New York: Doubleday and Company, Inc., 1967.

Incorporated in this lively, illustrated text is the story of how Yankee clipper ships brought the news of the California gold rush to China and subsequently brought back thousands of Chinese who helped build the first railway across the West. The Chinese settlement in San Francisco and a brief look at today's settlement concludes this story.

Dowdell, Dorothy, and Joseph Dowdell. *The Chinese Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1972.

Fong Ah Wah, a young Chinese peasant, leaves his native China to travel to the gold fields of California where he works and lives at mining and railroad building sites. Later he marries, opens a laundry, is harassed by whites, and moves to a more pleasant life in New York City. The last part of the book explains the life of modern day Chinese Americans.

Hsu, Francis L. *Americans and Chinese: Purpose and Fulfillment.* Garden City, New Jersey: Natural History Press, 1972.

This book offers a comparative perspective of history, politics, economics, art and literature, generation gaps, hero worship, prejudice, and drug addiction of the Chinese and the Americans. Throughout these areas, the author maintains an emphasis on individual roles and anxieties. He investigates why the Chinese, so tied to family and tradition, accept a Communist form of government, and why white Americans, reared in freedom and equality, refuse that very freedom to Blacks. This text aids in understanding the Chinese as well as developing insights into Americans. Although this is an interesting book, it is not really ethnic studies material.

Tung, William. *Chinese in America 1820-1973 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

This book is an objective, historical analysis of the Chinese in America from 1820 to 1973. The first section traces the history of Chinese immigration policy. The second part deals with federal and state laws and the Chinese, including judicial decisions affecting their status. The third section is a very extensive bibliography on Chinese-American study. A list of Chinese organizations in large cities in the United States concludes the book.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

TEACHER RESOURCES

Chinn, Thomas. *A History of the Chinese in California: A Syllabus.* San Francisco, California: Chinese Historical Society of America, 1969.

This is a very thorough introduction to the subject of the Chinese in California with careful footnotes and bibliographical listings for further research.

Hsu, Francis L. *Americans and Chinese: Purpose and Fulfillment.* Garden City, New Jersey: Natural History Press, 1972.

This book offers a comparative perspective of history, politics, economics, art and literature, generation gaps, hero worship, prejudice, and drug addiction of the Chinese and the Americans. Throughout these areas, the author maintains an emphasis on individual roles, anxieties, despairs, and aspirations. Hsu deals with why the Chinese, so tied to family and tradition, accept a Communist form of government, and why white Americans, reared in freedom and equality, refuse that very freedom to Blacks. This text aids in understanding the Chinese as well as developing insights into Americans. Although this is an interesting book, it is not really ethnic studies material.

Hsu, Francis L. *The Challenge of the American Dream: The Chinese in the United States (*from *Minorities in American Life Series).* Belmont, California: Wadsworth Publishing Company, Inc., 1971.

The author has attempted to view the condition of the Chinese in the United States in terms of contact and conflict between two vastly different ways of life, how each group conducts itself under those circumstances, and how that clash affects the behavior of individuals. Although the volume tends to be simplistic and not particularly well structured, it could probably be helpful in a course on contemporary ethnic studies.

Kung, S.W. *Chinese in American Life.* Seattle, Washington: University of Washington Press, 1962.

This book deals with a number of important issues in the history of the Chinese in America including: Chinese life in China; the characteristics of the Chinese population in America; problems of American immigration policy; problems of second generation Chinese; occupational adjustment; and the Chinese community and their contributions and achievements in America. The book is well suited for an ethnic or Chinese studies course.

Lee, Calvin. *Chinatown, U.S.A.* New York: Doubleday and Company, Inc., 1965.

Not particularly difficult reading, *Chinatown, U.S.A.* sets out to squash the sterotypes of the Chinese and Chinatown as mysterious and inscrutable, backward, cunning, and crafty. In doing so, Lee details aspects of Chinese history, culture, and life style. The book tends to be simplistic and if used in isolation might lead to a stereotypic view of Chinese Americans. *Chinatown, U.S.A.* is now out-of-print.

Lyman, Stanford M. *Chinese Americans.* New York: Random House, Inc., 1974.

Lyman provides a picture of nineteenth century Chinese immigration. Two sections are devoted to the anti-Chinese movement in the United States and the evolution, largely after 1910, of more subtle forms of racism in American institutions. Along with the history of the Chinese in America, the author includes sections dealing with the emergence of a Chinese middle class, growing social problems in the

Chinese community, and the growth of new political and social problems in contemporary Chinatowns. Lyman's volume is a well-done synthesis and a good introduction to this American ethnic group.

Miller, Stuart Creighton. *The Unwelcome Immigrant: The American Image of the Chinese 1785-1882.* Berkeley, California: University of California Press, 1969.

Miller relates the history and growth of anti-Chinese sentiment in the United States and adds that the attitudes preceded the Chinese settlement by at least a generation. Miller also states that the Californians, who were the prime movers of the Chinese Exclusion Law of 1882, did not have a monopoly on anti-Chinese sentiment. The book is a helpful resource in understanding prejudice toward Chinese.

Sung, Betty Lee. *Mountain of Gold: The Story of the Chinese in America.* New York: Macmillan Publishing Company, Inc., 1967.

Mountain of Gold was the result of research Sung undertook for a weekly program for *Voice of America.* To her chagrin, little of value on the Chinese in America had been done. What did exist dwelled on the sensational, livid, mysterious, peculiar—all to the exclusion of the more typical. Sung's history of Chinese migration and acculturation deals with a period from roughly 1840 to 1964. Although the book tends to focus on the achievements of Chinese Americans, it is worthwhile reading for background information.

Tung, William. *Chinese in America 1820-1973* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

This book is an objective, historical analysis of the Chinese in America from 1820 to 1973. The first section traces the history of Chinese immigration policy. The second part deals with federal and state laws and the Chinese, including judicial decisions affecting their status. The third section is a very extensive bibliography on Chinese-American study. A list of Chinese organizations in large cities in the United States concludes the book.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

Wu, Cheng-Tsu. *Chink! Anti-Chinese Prejudice in America* (from *Ethnic Prejudice in America Series).* New York: World Publishing Company, 1972.

Chink! consists of short readings, cartoons, and pictures of the history of the Chinese experience in America providing springboards into various classroom activities.

FILMS

Kamerman, J.B. *Chinese Americans* (from *Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

Each of the films of the series presents glimpses into the everyday life of the ethnic group portrayed. This film shows one day in the life of a Chinese-American family. Visuals are of the neighborhood, juxtaposing the old and the new in a Chinatown area. It is recommended that the films be used with other supplementary material, as the films only portray one small aspect of life for each group. The films are accompanied by a series of study questions.

FILIPINO AMERICANS

CURRICULUM MATERIALS

Grades K-6

Young, Nancy Foon. *Ti Biag Idiay Kampo Siete—Life in Camp Seven: The Story of a Filipino Family in Waimanalo, Hawaii.* Honolulu, Hawaii: General Education Branch, Department of Education, 1974.

This is a bilingual booklet about a Filipino family which lives in Hawaii. The family lives in Camp Seven, a section of houses rented to workers on a sugar plantation. The story tells about adjustment to the new life and the life, culture, and traditions of the family. A Teacher's Guide accompanies the material.

STUDENT RESOURCES

Grades 7-12

Bulosan, Carlos. *America Is in the Heart.* Seattle, Washington: University of Washington Press, 1943.

This well-written autobiographical account describes the culture of the Philippines as well as the Filipino-American subculture. It is highly emotional in discussing the impact racism had on Bulosan's life.

TEACHER RESOURCES

Lasker, Bruno. *Filipino Immigration (from The American Immigration Collection).* New York: Arno Press, Inc., 1969.

This book is an Arno Press reprint of a book published in 1931 which tells the story of Filipino immigration to Hawaii and the continental United States. The book emphasizes the status of the controversy over impending legislation in this period for the exclusion of Filipino immigration.

HAWAIIAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Marks, Sylvia, and Valerie Sill. *Dances of Hawaii: Ancient and Modern.* Glendale, California: Bowmar Publishing Corp., 1962.

Format 5 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 3 Overall Recommendation 4

This media kit contains music and craft ideas which represent the Hawaiian culture, geography, customs, and dances. The materials would be especially useful if used in conjunction with dances of other ethnic groups, in which students could discover likenesses and differences among groups. Dance patterns and instructions are included in the kit.

STUDENT RESOURCES

Grades 7-12

Gray, Francine du Plessix. *Hawaii: The Sugar-Coated Fortress.* New York: Vintage Books, Div. of Random House, Inc., 1972.

The history, cities, beaches, schools, people, food, living conditions, holidays, customs, and climate are described in this history of Hawaii. The story of how the Chinese, Japanese, military, and missionary occupations have affected Hawaiian life and how the Hawaiians have rebelled against these occupations is told. This fact-filled, realistic story about Hawaii would be a useful source for a Hawaiian or ethnic study.

TEACHER RESOURCES

Lind, Andrews W. *Hawaii's People.* Los Angeles: Aisarema, Inc., 1955.

Much can be learned from Lind's short, concise, and informative volume. In an introductory chapter, the author delineates some of the most important geographical circumstances and historical forces that have shaped the development of the Hawaiian Islands. The author goes on to assess contemporary demographic patterns in the Islands. The author is concerned with such questions as what ethnic groups inhabit the Islands; where they live; how well they live; and what can be expected in the future.

Rubano, Judith. *Culture and Behavior in Hawaii.* Honolulu, Hawaii: Social Science Research Institute, 1971.

A detailed, well annotated source on the multiethnic character of the population of Hawaii is presented in this teacher resource.

FILMS

Child of Hawaii: His Island, His Daily Life, and a Holiday Trip. Chicago: Journal Films.

This film shows the events and environment in the daily life of a young Hawaiian boy.

Edward Schuman Film. *I Live in Hawaii.* Santa Monica, California: BFA Educational Media.

For elementary students, this film shows interracial behavior of divergent groups of people living together. Although the film does not fully represent key ethnic issues, it could be useful in an ethnic studies course.

JAPANESE AMERICANS

CURRICULUM MATERIALS

Grades K-6

Cross, Jennifer. *Justice Denied: A History of the Japanese in the United States* (from *Firebird Library*). New York: Scholastic Book Services, 1972.

Format 4 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 6

This book is part of Scholastic's *Firebird Library.* The *Firebird* books are unusual and effective ethnic studies curriculum materials. Consisting of 16 separate paper-

back books, the series focuses on little-taught aspects of American history, culture, and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further enhance the stories. Teacher's Guides provide innovative strategy and activity ideas. The books are designed for elementary students but would be enjoyed by junior high school students also.

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format 4 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families, are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese Americans, Native American, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

Grades 7-12

Hershenson, Roberta, and Paul C. Huang. *Immigration: The Dream and the Reality.* Tarrytown, New York: Schloat Productions, Inc., 1971.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

These materials on Irish, Italian, German, and Japanese Americans are presented from many points of view. Written to give the student the feeling for the whole immigration movement and its effects, the material sometimes overgeneralizes in its immigration analogies. Although written for a general audience, the materials are adaptable for specific groups.

Japanese-American Curriculum Project. *Japanese Americans: An Inside Look.* Stanford, California: Multi-Media Productions, Inc., 1972.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

This well-done program can be used as a supplemental kit or as an introduction to the study of Japanese Americans. It is narrow in scope but is presented in a human interest manner and is filled with easily understood data. Although the materials should provide further studies for students, the Teacher's Guide does provide suggestions for discussions and additional activities.

Japanese-American Curriculum Project. *Prejudice in America: The Japanese Americans.* Stanford, California: Multi-Media Productions, Inc., 1971.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 4

This filmstrip, although valuable because of the lack of curriculum material on Japanese Americans, could have been done more effectively. The Teacher's Guide gives only a few suggestions for the teachers, and neglects to suggest creative ways to develop ideas about the history of prejudice and discrimination against Japanese Americans in the United States.

Kitano, Harry H.L. *Japanese Americans: The Evolution of a Subculture (from Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Format 2 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 4 Overall Recommendation 5

This well-done series on ethnic groups gives students personal and sociological insights into the understanding of ethnicity and cultural pluralism in American society. The text would be useful as a teacher resource or as an upper high school level text.

Relocation of Japanese Americans: Right or Wrong? Culver City, California: Zenger Productions.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

High quality photographs and a careful narration present both cognitive and affective content on the varying perspectives of the World War II relocation of Japanese Americans. The Teacher's Guide contains many suggestions for further or extracurricular study.

STUDENT RESOURCES

Grades K-6

Dowdell, Dorothy, and Joseph Dowdell. *The Japanese Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1970.

Interspersed with photographs and illustrations, this book tells the story of the Japanese emigration to America from 1870 to the present. It describes the reasons they emigrated and their contributions in America to the arts, architecture, and agriculture. Factual accounts of the Japanese in America illustrate their customs, festivals, the prejudices they faced in America, and their forced evacuation into concentration camps during World War II.

Uchida, Yoshiko. *The Promised Year.* New York: Harcourt Brace Jovanovich, Inc., 1959.

Concentrating on the experiences of a ten-year-old Japanese girl who lives with relatives in California, this book emphasizes the blending of Japanese and American customs.

Yashima, Taro. *Umbrella.* New York: Viking Press, 1958.

This is a picture story with short narrations about a Japanese-American girl, "Momo," and a brief episode in her life. The text is simple enough for students to use as extracurricular reading.

Grades 7-12

Benedict, Ruth. *The Chrysanthemum and the Sword: Patterns of Japanese Culture.* New York: New American Library, Inc., 1946.

This is a recognized classic in the field of cultural anthropology. It is a most complete study of Japanese culture including ethics, politics, religion, economics, family life, and religion. There is an extensive section which contrasts the civilization of Japan with that of the United States. This is an important book for gaining an understanding of the heritage which many Japanese immigrants brought with them to the United States.

Buck, Pearl. *The Hidden Flower.* New York: John Day Company, 1952.

This novel presents an important historical perspective on racism in America by examining the personal life of Josui, a young Japanese woman who marries a United States soldier and emigrates to the United States.

Cavanna, Betty. *Jenny Kimura.* New York: Scholastic Book Services, 1964.

This novel examines the problem of personal identity and the effects of an interracial marriage on a teenage girl who is half American and half Japanese.

Conrat, Richard, and Maisie Conrat. *Executive Order 9066: The Internment of 110,000 Japanese Americans.* Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1972.

Composed of photographs, newspaper clippings, and quotes, this book covers the internment of the Japanese Americans during World War II. It presents a devasting montage of the Japanese evacuation and white-American prejudice and hostility.

Girdner, Audrie and Anne Loftis. *The Great Betrayal: The Evacuation of the Japanese-Americans During World War II.* New York: Macmillan Publishing Company, Inc., 1969.

The Great Betrayal is one of a number of books about the wartime evacuation and incarceration of the Japanese Americans as it departed from the American Constitutional guarantee of individual liberties. One distinguishing characteristic of this particular volume is that it incorporates a great many personal stories and reminiscences.

Herman, Masako. *Japanese in America (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

One of the *Ethnic Chronology Series,* this useful reference book is an objective, historical analysis of the Japanese in America from 1843-1973. Organized into three parts, it contains an annotated chronology of events, selected documents from laws, treaties, and judicial decisions, and an extensive bibliography of primary and secondary sources.

Hosokawa, Bill. *Nisei.* New York: William Morrow and Company, Inc., 1969.

This book offers a detailed, complete look at the adversity, challenges, and triumphs of Japanese Americans. It provides insights into the development of the broader significance of ethnic heritage and the problems our nation faces in providing equality and justice for all. It is a good library resource for students and teachers.

Houston, Jeanne Wakatsuki, and James Houston. *Farewell to Manzanar.* Boston, Massachusetts: Houghton-Mifflin Company, 1973.

This recollection of a family's internment in a relocation camp in California is told through the eyes of a seven-year-old, uprooted from her home and undergoing an experience she can in no way understand. Explicit in its detail concerning everyday life in camp, the book transcends the issue into universal human concerns.

Ishigo, Estelle. *Lone Heart Mountain.* Los Angeles, California: Anderson, Ritchie and Simon Press, 1972.

This true story of a family during the Japanese-American relocation in World War II is a human, well-written account of what occurs when an established way of life

changes abruptly. Copies of letters to Mrs. Ishigo from the Provost Marshall are included along with excellent illustrations. The book is moving, easy to read, and a good portrayal of this period in American history.

Kitagawa, Daisuke. *Issei and Nisei: The Internment Years.* New York: The Seabury Press, Inc., 1967.

The author of this book writes a vivid, first-hand description of life for the Japanese Americans in an internment camp during World War II. He incorporates his experiences with the corporate experience of Japanese Americans as a whole. The book brings into focus the many differences between the Issei (first generation) and the Nisei (second generation) Japanese Americans within the internment camps. He also describes the way the internee saw America while in the camps. This is an important book for examining this part of American history and for getting a feeling for the Japanese-American sentiment on this issue.

McWilliams, Carey. *Prejudice: Japanese-Americans: Symbol of Racial Intolerance.* Boston, Massachusetts: Little, Brown and Company, 1944.

Printed in 1944, this volume offers the reader some insights into the evacuation and internment of the Japanese Americans during World War II. As the title suggests, the history of race relations in California was the primary underlying cause of the hysteria that generated the incarceration, needing only the spark of Pearl Harbor to make these prejudices overt.

Ogawa, Dennis. *From Japs to Japanese.* Berkeley, California: McCutchan Publishing Corporation, 1971.

Examples, analogies, and quotes are used to describe the evolution of Japanese-American stereotypes. It traces the Japanese-American stereotype from having originally been fabricated by negative images to now being colored with complimentary depictions.

Sone, Monica. *Nisei Daughter.* Boston, Massachusetts: Little, Brown and Company, 1953.

In this autobiographical account of a Nisei (a Japanese American born in America of Japanese parents), Sone relates the customs and everyday happenings of her two worlds—Japanese and American—the prejudice her family encountered, and their evacuation and relocation to a concentration camp.

Sugimoto, Etsu. *A Daughter of the Samurai.* Rutland, Vermont: Charles E. Tuttle Company, 1926.

First published in 1926, this warm and poignant book describes the traditional Japan of the Samurai class. The author tells of her experiences having been reared in Japan and then emigrating and assimilating into American life. Students will find her descriptions of common-place Western items delightful, and these will provide an excellent opportunity for looking at one's own culture through another's eyes.

Takashima, Shizuye. *A Child in Prison Camp.* New York: William Morrow and Company, Inc., 1971.

Following December 7, 1941, 22,000 Japanese Canadians were faced with three years of internment. Takashima describes through her own experience the outrageous injustices as they appeared to a young and sensitive girl. High school students will want to read this evocative book themselves. Teachers may want to read portions of it to younger children.

Thomas, Dorothy Swaine. *The Salvage: Japanese American Evacuation and Resettlement.* Berkeley, California: University of California Press, 1952.

The Salvage is the counterpart of another book by the same author, entitled *The Spoilage,* which chronicled the mass, forced migration of the Japanese Americans during World War II. *The Salvage* focuses on the concentration camps and resettlement of individuals who were incarcerated in the camps. The first part of the volume deals with the history of initial Japanese immigration to the United States, problems and patterns of their settlement in the United States, and the forced migration. The second part deals with 15 case studies of individual Japanese Americans and their life experiences in the camps.

Uchida, Yoshiko. *Journey to Topaz.* New York: Charles Scribner's Sons, 1971.

This autobiographical novel relates the daily life of a relocation camp and the way the Japanese-Americans endured their upheaval with quiet dignity.

TEACHER RESOURCES

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1962.

Parts VII through X in this book are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Conrat, Richard, and Maisie Conrat. *Executive Order 9066: The Internment of 110,000 Japanese Americans.* Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1972.

Composed of photographs, newspaper clippings, and quotes, this book covers the internment of the Japanese Americans during World War II. It presents a devastating montage of the Japanese evacuation and white-American prejudice and hostility.

Conroy, Hilary, and T. Scott Miyakawa. *East Across the Pacific: Historical and Sociological Studies of Japanese Immigration and Assimilation.* Santa Barbara, California: American Bibliographical Center, Clio Press, 1972.

This volume presents a number of recent essays on the migration experience of the Japanese to Hawaii, other Pacific Islands, and the North American mainland. The intent is to encourage students of European descent to look at the Japanese experience as exemplary. Although the Japanese have been assumed to be more alien and less assimilable, they, on the whole, acculturated more rapidly than a number of European groups.

Daniels, Roger. *Concentration Camps U.S.A.: Japanese-Americans and World War II.* New York: Holt, Rinehart and Winston, Inc., 1972.

This is one of a number of books on the internment of continental Japanese-Americans after the attack on Pearl Harbor. Looking at it as an outgrowth of the 300 year sentiment that America was a white man's country, Daniels offers reasons for Japanese imprisonment, the way it was carried out, and the blatant disregard for their civil liberties.

Daniels, Roger. *The Politics of Prejudice: The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion.* New York: Atheneum Publishers, 1973.

Daniels' study concerns the politics involved in the anti-Japanese sentiment in California from the first generation of Japanese immigrants (the Issei) to their exclusion by legislative fiat under the efforts of the "progressive," Hiram Johnson, in 1924. This is an important contribution to our understanding of the phenomenon of race prejudice in the United States.

Girdner, Audrie and Anne Loftis. *The Great Betrayal: The Evacuation of the Japanese Americans During World War II.* New York: Macmillan Publishing Company, Inc., 1969.

The Great Betrayal is one of a number of books about the wartime evacuation and incarceration of the Japanese Americans as it departed from the American Constitutional guarantee of individual liberties. One distinguishing characteristic of this particular volume is that it incorporates a great deal of personal stories and reminiscences.

Gomez, Rudolph *et al. The Social Reality of Ethnic America.* Lexington, Massachusetts: D. C. Heath Company, 1974.

This is a collection of 27 essays on four ethnic groups in America: Black, Native, Japanese, and Mexican Americans. Each section represents a sampling of scholarly and "lay" writings, from which a number of very important themes and concepts emerge.

Herman, Masako. *Japanese in America* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

One of the *Ethnic Chronology Series,* this useful reference book is an objective, historical analysis of the Japanese in America from 1843-1973. Organized into three parts, it contains an annotated chronology of events, selected documents from laws, treaties, and judicial decisions, and an extensive bibliography of primary and secondary sources.

Hosokawa, Bill. *Nisei.* New York: William Morrow and Company, Inc., 1969.

This book offers a detailed, complete look at the adversity, challenge, and triumphs of Japanese Americans. It provides a broader significance of ethnic heritage and the problems our nation faces in providing equality and justice for all. It is a good resource for students and teachers.

McWilliams, Carey. *Prejudice: Japanese-Americans: Symbol of Racial Intolerance.* Boston, Massachusetts: Little, Brown and Company, 1944.

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Modell, John. *The Kikuchi Diary: Chronicle from an American Concentration Camp.* Urbana, Illinois: University of Illinois Press, 1973.

Charles Kikuchi was a second generation (Nisei) Japanese American who, along with over 100,000 other Japanese Americans, was forced by the United States government to resettle after Pearl Harbor. This is his diary, which offers the reader personal insights into this period in American history. John Modell has written an

informative introduction which explains the events that led to Japanese-American internment.

Thomas, Dorothy Swaine. *The Salvage: Japanese American Evacuation and Resettlement.* Berkeley, California: University of California Press, 1952.

The Salvage is the counterpart of another book by the same author, entitled *The Spoilage*, which chronicled the mass, forced migration of the Japanese Americans during World War II. *The Salvage* focuses on the concentration camps and resettlement of individuals who were incarcerated in the camps. The first part of the volume deals with the history of initial Japanese immigration to the United States, problems and patterns of their settlement in the United States, and the forced migration. The second part deals with 15 case studies of individual Japanese Americans and their life experiences in the camps.

FILMS

The Challenge. Los Angeles: University of Southern California, Department of Cinema.

This film covers the story of the Japanese Americans from the first few immigrations through the 1950s. Emphasis is on Japanese participation in the United States Army during World War II, relocation camps, Japanese cultural influences in the United States on architecture, food, and traditions, and Westernization and assimilation. The Japanese Americans are portrayed as small business owners in California and successful professional people.

Stuart Roe Film. *Minority Youth: Akira.* Santa Monica, California: BFA Educational Media.

This is a film about a Japanese-American boy, whose father immigrated to the United States as a Buddhist missionary and whose mother is now a cleaning lady, both of whom were interned in relocation camps during the Second World War. The film juxtaposes the old Japanese ways with new American ways and gives the viewer a sense of Akira's guilt over his sense of free choice in America, a choice his father never had in Japan as a youth.

KOREAN AMERICANS

STUDENT AND TEACHER RESOURCES

Kim, Hyung-chan. *Koreans in America (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

This book is an objective, historical analysis of the Koreans in America from 1882-1974, including an annotated chronology of events; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources.

SAMOAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Young, Nancy Foon. *Talofa Means Aloha: The Story of a Samoan Family in Waianae, Hawaii.* Honolulu, Hawaii: General Education Branch, Department of Education, 1974.

This is a booklet with a Teacher's Guide about a Samoan family who lives in Hawaii. The story is told by one of the sons who explains their daily life patterns: the food, work, clothes, customs, and religion. The story, accompanied by pictures, briefly describes Samoan family life and would provide the student with a brief overview of this ethnic group. A glossary of terms is included.

MULTI

CURRICULUM MATERIALS

Grades K-6

Asian American Studies Central, Inc. *Asian American People and Places* (from *Ethnic Understanding Series*). Los Angeles: Visual Communications, 1972.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **4**

Designed for elementary students, these materials could be used as a supplement or as an introduction to an ethnic heritage program. Although the subject matter is not presented in great depth, the illustrations are eye-catching and the readings are lively. The Teacher's Guide offers many options and activities.

Bagai, Leona. *The East Indians and Pakistanis in America*, Jones, Claire. *The Chinese in America*, and Leathers, Noel. *The Japanese in America* (from *In America Series*). Minneapolis, Minnesota: Lerner Publications Company, 1972.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and, in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The books follow a conventional style of presentation and no teaching technique other than "telling" is employed.

McVicar, Kenneth, and Patricia Hardy. *People in America* (from *TABA Program in Social Science*). Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **3** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

Grades 7-12

Finkelstein, Milton. *Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **6**

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

Frazier, Thomas R. *The Underside of American History: Other Readings.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Format 1 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 4 Overall Recommendation 5

To offer something more than a "white" view of history, as is often done in traditional history texts, this book presents in an innovative manner first-hand information on minorities. It would be more effective if a Teacher's Guide on rationale and teaching strategies were available with the student text.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Pleasantville, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. A very traditional approach is taken here: dwelling on "heroes" or well-known citizens from specific ethnic groups, using a historical approach, and inserting statements on ethnic patriotism to America.

The New York Times Book Company. *The Other American Minorities: The Oriental-American.* Mt. Kisco, New York: Teaching Resource Films, 1973.

Format 3 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

The Other American Minorities presents valuable, unbiased, up-to-date ethnic heritage material on four visible minority groups: Native Americans, Puerto Rican, Oriental, and Mexican Americans. Developed by the *New York Times*, the material is presented from many viewpoints and is accurate and authentic.

STUDENT RESOURCES

Grades 7-12

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities.* New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides

historical, statistical and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferable to other groups.

Goldberg, George. *East Meets West: The Story of the Chinese and Japanese in California.* New York: Harcourt Brace Jovanovich, Inc., 1970.

Part of a curriculum related series, this book is an historical account of the Chinese and Japanese experience in America. It ranges from the first immigration by the two groups to the present socioeconomic situations of Japanese Americans and Chinese Americans. Excellent photographs and excerpts from primary documents are included.

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white-Protestant Americans are incorporated into the text.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restrictions, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups, and it was not designed to be an evaluative tool to assess individual books.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Ritter, Ed, Helen Ritter, and Stanley Spector. *Americans All: Our Oriental Americans.* New York: Webster, Div. of McGraw-Hill Book Company, 1965.

Although outdated in some respects, this book gives a brief historical overview of Chinese, Japanese, and Filipino Americans from the time of the first immigrants to the fairly recent past. The presentation is straightforward and should be easy for students to comprehend. There is a short bibliography and a pronunciation guide of the names used in the text.

Shimizu, Kay. *Asian Cookbook for Juniors and Beginners.* Tokyo: Shufunotomo Company, Ltd., Dist. by Japan Publications, 1973.

After a brief description of general techniques of Asian cooking, this beautifully illustrated book provides recipes for Chinese, Japanese, and southeast Asian dishes. Directions are clear and accommodations for Western utensils and supplies are made. Although this book is directed toward young people, it is equally useful for adult cooks.

Viewpoints: Red and Yellow, Black and Brown. Minneapolis, Minnesota: Winston Press, Inc., 1972.

One of a series, this composite of 39 selections focuses on racism and the struggle of minorities in the United States to achieve equality. The theme that permeates this photo-essay narrative is a growing sense of pride among minority people in their rediscovered heritages.

Wand, David Hsin-Fu. *Asian American Heritage: An Anthology of Prose and Poetry.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1974.

This book is an anthology by Asian Americans of short stories, poetry, essays, and novel excerpts. The topics include coming to the United States, daily life, what it's like to be an Asian American, relocation camps, customs, stereotyping, and prejudice. This book would give a student a good overview of Asian Americans and Asian-American writers.

TEACHER RESOURCES

Brody, Eugene B. *Minority Group Adolescents in the United States.* Baltimore, Maryland: Williams and Wilkins Company, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a base for a course of study on contemporary minority cultures and problems.

Burrows, Edwin B. *Hawaiian Americans: The Mingling of Japanese, Chinese, Polynesian and American Cultures.* Los Angeles: Aisarema, Inc., 1970.

The major emphasis of this book shows why the large majority of Japanese Americans in Hawaii (made up of the second generation or Nisei) remained loyal to the United States following American involvement against Japan in World War II. Another area explored shows how so many people of Japanese parentage became "American" in one generation. Burrows approaches these questions from an anthropological point of view, dealing with the concept of culture, and presents a picture of the growth of the Anglo culture and the effects of this dominant culture on the majority of the Hawaiian people.

*East/West Activities Kit (*from *Ethnic Understanding Series).* Los Angeles: Visual Communications, 1972.

The *East/West Activities Kit* is a self-contained learning aid which includes 12 activities designed for students of varying abilities in grades 3-6. Through active participation, it exposes children to activities which are related to their own experiences. The program has a Teacher's Guide and instructions that accompany four large foldout posters. The relationship of Asian origins to familiar items is explored. The focus is upon understanding the Asian American and enhancing a multicultural living structure.

Faderman, Lillian, and Barbara Bradshaw. *Speaking for Ourselves.* Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Chicanos, Jews, Native Americans, and white ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Jacobs, Paul, Paul Landau, and Eve Pell. *To Serve the Devil: Colonials and Sojourners—A Documentary Analysis of American Racial History and Why It Has Been Kept Hidden.* New York: Vintage Books, Div. of Random House, Inc., 1971.

Each section is a collection of documents concerned with a particular ethnic group. The authors feel that most collections are too positive about America. This collection is dedicated to balancing this literary imbalance; it uncovers the "underside" of American history concerning race and racism. Although it does not present the whole story, it does offer a unique perspective from which to view American minority groups.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Light, Ivan. *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks.* Berkeley, California: University of California Press, 1972.

Light sets out to answer the question of why there has been an absence of Black retail proprietorship in the urban United States. Riots and destruction, perpetrated on white retail businesses in the Black ghettos, reveal that Blacks have been conspicuously underrepresented in small business enterprises. The author undertakes a comparison of the growth of small business among other racial ethnic groups, specifically the Chinese and Japanese, to uncover reasons for the emergence of this phenomenon. What he provides is a very lucid comparative study of the migration experience and upward social mobility of three American ethnic groups. The book is very strong in exposing the influences or absences of past, cultural, and regional traits.

Lyman, Stanford. *The Asian in the West.* Reno, Nevada: Desert Research Institute of the University of Nevada, 1970.

Some valuable research on contemporary developments is included in this teacher resource material of nineteenth century Asian history. Especially useful and interesting is the chapter entitled "Red Guard on Grant Avenue: The Rise of Youthful Rebellion in Chinatown."

Melendy, H. Brett. *The Oriental Americans.* New York: Hippocrene Books, Inc., 1972.

The purpose of this book is to offer an overview of the Chinese and Japanese immigration to the United States and to relate the hostility and discrimination they encountered. It also shows the accommodation to American life of five generations of Chinese and three generations of Japanese. The book is divided into three parts, one each for Chinese and Japanese, and the third concerns Oriental contributions to America's pluralistic society. The section on the Chinese is particularly noteworthy for delving into the conflict between Chinese youths in Chinatown's Six Companies, battling for leadership in that community.

Smith, William Carlson. *America in Progress: A Study of Our Citizens of Oriental Ancestry.* Ann Arbor, Michigan: Edwards Brothers, Inc., 1937.

Although somewhat dated, this book provides information concerning several important concepts and processes in ethnic studies. The most important is the way in which the second generation strayed from the time-tested ways of the first generation Chinese and Japanese. This generational theme is an important concept in ethnic studies.

Stanley, Sue, and Nathaniel N. Wagner. *Asian-Americans: Psychological Perspectives.* Cupertino, California: Science and Behavior Books, Inc., 1973.

This collection contains a wide variety of perspectives on Asians as an ethnic group. Section one is built around the theme of discrimination and the history of Asian racial sterotypes. Section two deals with generational differences and sex roles. Essays on personality are included in section three and range from fairly technical pieces to personal reflections. The fourth section, "Mental Health," explores issues such as crime and delinquency, mental illness, and ethnicity. The last section, "Contemporary Issues," introduces such topics as "New Asian-American Woman," "Filipinos: A Minority Within a Minority," and "Community Intervention: Implications for Action."

BRITISH AMERICANS

APPALACHIAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **5** Overall Recommendation **6**

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families, are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese American, Indian, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

STUDENT RESOURCES

Grades 7-12

Haddix, Cecille. *Who Speaks for Appalachia?* New York: Simon and Schuster, Inc., 1975.

This book is a collection of poems, songs, and stories by authors who took their inspiration from their Mountain birth places. The selections represent a community of faith, spirit, and legend.

Shull, Peg. *Children of Appalachia.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

The daily lives of three families are presented to explain the subculture of Appalachia, Bell County, Kentucky. The families described are a composite, but the numerous photographs are of real families. The history, geography, and economics of Appalachia are clearly explained in this well designed book.

TEACHER RESOURCES

Matthews, Elmora Messer. *Neighbor and Kin: Life in a Tennessee Ridge Community.* Nashville, Tennessee: Vanderbilt University Press, 1969.

The kinship relationship among the Huntley Mose family and their descendants is presented in this very interesting portrayal of a white "ethnic" group. Mose was a man of Scotch-Irish and English origin, who moved from North Carolina to the Tennessee ridge mountain region in 1821, having received the land after the Revolutionary War. The principal concern of the book is to show the history of the family, to assess the characteristics of the community, and to indicate the functional role of violence in the community's equilibrium. Half of the 60 families remain at peace and the other half regularly shoot one another.

Weller, Jack E. *Yesterday's People: Life in Contemporary Appalachia.* Lexington, Kentucky: University of Kentucky Press, 1965.

Weller, a missionary minister of the United Presbyterian Church, who spent 13 years among the mountain folk of the southern Appalachians, has written a very important book for an understanding of the Appalachian mountain people. He wrote this book from the outside looking in after spending a long, frustrating period in the region, trying to minister to these seemingly backward folks. Weller spends a lot of time telling the reader what the old folkways are, presenting a human, realistic approach to studying the Appalachians. This book is a must reading for this group of people.

FILMS

Christmas in Appalachia. New York: Carousel Films, Inc.

The film presents the story of the Appalachian people through interviews which take place in Eastern Kentucky, where the small mines have lost out to automation and the miners have only some welfare to support their families. Lack of education and skills is a real problem in Appalachia as most of the miners have few of the skills and education necessary to find employment.

I'm Not Too [illegible]d Anymore. Chicago: Instructional Dynamics, Inc., 1968.

The film [illegible] an analogy between the poor white Appalachian dream and Martin Luther [illegible] "Dream." It presents the poverty problem as a personal tragedy of loneliness [illegible] crosses color and ethnic boundaries. The film is well suited for an introductory discussion to social problems.

The Way Out. Chicago: Instructional Dynamics, Inc.

This three-part film is designed to aid in the understanding of the problems of the poor, the uneducated, and the unskilled. Part one, which is particularly good for students, presents the background of the Native American, Puerto Rican, Chicano, Black, and white Appalachian. Part two is a discussion group seminar with representatives of minority groups relating their feelings, and part three is a presentation by foremen and supervisors about their relationship with minority workers.

BRITISH AMERICANS

CURRICULUM MATERIALS

Grades K-6

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure* (from *Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

STUDENT RESOURCES

Grades K-6

Sutton, Felix. *Sons of Liberty.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

The political contributions of the early British settlers in the United States are emphasized. After a brief introductory chapter on the origins of the American Revolution, the author describes the rest of the story through the lives of Samuel Adams, John Hancock, Patrick Henry, Paul Revere, and Joseph Warren. The book, however, does not represent any explicit sensitivity to ethnic awareness.

Grades 7-12

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

TEACHER RESOURCES

Ander, O. Fritiof. *In the Trek of the Immigrants.* Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Berthoff, Rowland T. *British Immigrants in Industrial America: 1790-1950.* Cambridge, Massachusetts: Harvard University Press, 1953.

Berthoff provides several very important insights into the general process of migration and adjustment to new surroundings. This is especially true of an immigrant's economic adjustment in American society. One reason that British immigrants made their adjustment more easily was their economic background. Over 40% could declare experience in industrial skills, which may be compared with other immigrant groups who possessed no such array or level of industrial sophistication. But coming into good jobs was only half of British immigrant's good fortune. Their cultural background made their new environment much less bewildering. In this regard too, they enjoyed a unique advantage over most newcomers. A good source for making some vivid comparisons.

SCOTCH-IRISH AMERICANS

STUDENT RESOURCES

Grades 7-12

Leyburn, James. *The Scotch-Irish: A Social History.* Chapel Hill, North Carolina: University of North Carolina Press, 1962.

This book presents a thorough three-part study of the Scotch-Irish. Part one deals with the Scots in 1600; part two treats the Scots in Ireland up to about 1690; and part three traces the history of the Scotch-Irish in America. The third part is the most pertinent to ethnic studies, in that it deals with the migration, the initial Scotch-Irish settlements, and the later Ohio Valley settlements.

TEACHER RESOURCES

Green, E.R.R. *Essays in Scotch-Irish History.* London: Routledge and Kegan, 1969.

Five essays on a diverse number of topics are included, of which two may be of interest to the teacher: A.S. Link's "Woodrow Wilson and His Presbyterian Inheritance," and E.E. Evans' "The Scotch-Irish: Their Cultural Adaptation and Heritage in the American Old West."

Leyburn, James. *The Scotch-Irish: A Social History.* Chapel Hill, North Carolina: University of North Carolina Press, 1962.

This book presents a thorough three-part study of the Scotch-Irish. Part one deals with the Scots in 1600; part two treats the Scots in Ireland up to about 1690; and part three traces the history of the Scotch-Irish in America. The third part is the most pertinent to ethnic studies, in that it deals with the migration, the initial Scotch-Irish settlements, and the later Ohio Valley settlements.

WELSH AMERICANS

TEACHER RESOURCES

Conway, Allen. *The Welsh in America: Letters From the Immigrants.* Minneapolis, Minnesota: University of Minnesota Press, 1961.

Conway has collected a great number of letters written by Welsh immigrants to their families and friends back in Wales. The letters reflect the life of farmers and miners settling and working in 19th century America, providing a human dimension to the study of life and work situations of immigrants in America.

Hartmann, Edward G. *Americans from Wales.* North Quincy, Massachusetts: Christopher Publishing House, 1967.

In this text Hartmann explores the history of the Welsh including their background and colonial settlements, the larger nineteenth century migration, and Welsh cultural life in America. There are a number of appendices including some existing Welsh societies, and a list of distinguished Welsh Americans, among others.

MULTI

CURRICULUM MATERIALS

Grades K-6

Cates, Edwin. *The English in America,* and Johnson, James. *The Scots and Scotch-Irish in America (from In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format 2 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 1

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and in some instances, inaccurate. While this material is quite

traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

STUDENT RESOURCES

Grades K-6

Henderson, Nancy Wallace. *The Scots Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

From the *They Helped Build America Series,* this story is devoted to the Scots and Scotch-Irish, their history in Scotland before the migration to America, the story of their migration, their part in the American Revolution, and their life in America. There is some stereotyping and descriptions of heroes; however, the book could be useful for ethnic studies if used with other materials on Scottish Americans.

Grades 7-12

Furer, Howard. *British in America 1578-1970 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1972.

This part of the *Ethnic Chronology Series* is composed of three sections: chronology from 1578-1970; Selected Documents which range in time from 1584-1863; and a Bibliography, which contains information on Cornish-, Welsh-, Scot-, Scotch-Irish-, and British-American newspapers. Since the roots or origins of American institutions were British, immigrants from Britain have not been treated significantly as separate groups. This can be compared with those groups whose experience was much more difficult.

TEACHER RESOURCES

Furer, Howard. *British in America 1578-1970 (from Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, 1972.

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CENTRAL AND WESTERN EUROPEAN AMERICANS

AUSTRIAN AMERICANS

TEACHER RESOURCES

Spaulding, E. Wilder. *The Quiet Invaders: The Story of the Austrian Impact Upon America.* Vienna, Austria, 1968.

The contributions of famous Austrian-American celebrities are emphasized in this book.

CAJUN AMERICANS

FILMS

Louisiana Story. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company, 1948.

This is the story of a young Cajun boy growing up in the South Louisiana Bayou. The story of this very different type of life will hold the attention of students as it portrays a living experience. Although somewhat dated, the book accurately represents the French-American culture in this area of the United States.

DUTCH AMERICANS

STUDENT RESOURCES

Grades 7-12

Smit, Pamela, and J.W. Smit. *Dutch in America 1609-1970 (from Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1972.

This volume of the *Ethnic Chronology Series* deals with Dutch control of parts of North America and the late nineteenth century wave of Dutch immigrants in the United States. The cultural experiences and contributions of the Dutch people in America are explored. A bibliography and index are also included.

TEACHER RESOURCES

DeJong, Gerald F. *The Dutch in America: 1609-1974.* New York: Twayne Publishers, Inc., 1975.

The Dutch influence in local communities, especially in New York and New Jersey, began as early as 1609 with the voyage of Henry Hudson. This enjoyable book emphasizes the Dutch settlement of the colonial period although nearly 90,000 Dutch citizens emigrated to the United States after World War II.

Lucas, Henry S. *Netherlanders in America: Dutch Immigrants to the United States and Canada 1789-1950.* Ann Arbor, Michigan: University of Michigan Press, 1955.

This is the history of the migration of the Dutch people to America beginning in 1620 to around 1950. The emphasis, however, is on the nineteenth and twentieth centuries. Lucas looks into the major Dutch settlements in the United States. Religion, politics, and education of the Dutch Americans are also examined.

Mulder, Arnold. *Americans From Holland* (from *The Peoples of America Series*). Philadelphia, Pennsylvania: J.B. Lippincott Company, 1947.

The intent of the volumes in this series is to alert students to the importance of ethnic diversity as a source of pride and self-respect in a country where discrimination against immigrants and immigrant descendants is commonplace. Mulder also states his belief in the possibility of unity within diversity.

Smit, Pamela, and J.W. Smit. *Dutch in America 1609-1970* (from *Ethnic Chronology Series*). Dobbs Ferry, New York: Oceana Publications, Inc., 1972.

This volume of the *Ethnic Chronology Series* deals with Dutch control of parts of North America and the late nineteenth and twentieth century wave of Dutch immigrants in the United States. The cultural experiences and contributions of the Dutch people in America are explored. A bibliography and index are also included.

FRENCH AMERICANS

STUDENT RESOURCES

Grades 7-12

Field, Rachel. *Calico Bush*. New York: Dell Publishing Company, Inc., 1966.

The hardships of a young French girl in Maine during the eighteenth century are explored in this novel.

FRENCH-CANADIAN AMERICANS

STUDENT RESOURCES

Grades 7-12

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies*. New York: Columbia University Press, 1970.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

TEACHER RESOURCES

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Walker, David. *Politics and Ethnocentrism: The Case of the Franco-American*. Brunswick, Maine: Bureau for Research in Government, 1981.

In this book, Walker examines the Franco-Americans (or French-Canadians) in

New England. Walker is especially concerned with the voting patterns of this ethnic group, and the maintenance of ethnic consciousness. He also provides historical material on the emigration of Franco-Americans into New England.

GERMAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

McVicar, Kenneth, and Patricia Hardy. *People in America (*from *TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

Grades 7-12

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Hershenson, Roberta, and Paul C. Huang. *Immigration: The Dream and the Reality.* Tarrytown, New York: Schloat Productions, Inc., 1971.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

These materials on Irish, Italian, German, and Japanese Americans are presented from many points of view. Written to give the student the feeling for the whole immigration movement and its effects, the material sometimes over generalizes in its immigration analogies. Although written for a general audience, the materials are adaptable for specific groups.

Wittke, Carl. *Germans in America (*from *Teaching History With Community Resources: Localized History Series).* New York: Teachers College Press, 1967.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This book is part of the series, *Teaching History With Community Resources: Localized History Series.* The series presents a "localized" approach to teaching ethnic studies at the secondary level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. *The Germans in America* emphasizes the pluralistic aspect of German-American life and stresses the interrelationships between German Americans and other ethnic groups.

STUDENT RESOURCES

Grades K-6

Hoff, Carol. *Johnny Texas.* New York: Dell Publishing Company, Inc., 1950.

This is the story of a German boy who emigrated to Texas in the 1800s. Awed by the vast country, Johnny quickly adapts to his new life.

Grades 7-12

Benary-Isbert, Margot. *The Long Way Home.* New York: Schclastic Book Services, 1959.

This is one of the few books, written for adolescents, which describes the post World War II immigrants from Eastern Europe. In this case an East German boy, who was once befriended by a GI, escapes into West Germany and is sent to America to be cared for by the farmer soldier.

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Furer, Howard B. *The Germans in America 1607-1970 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

The book consists of three sections: chronology from 1607-1970, the bulk of which concentrates on the period before World War I; documents, all but two of which are selected from the period before 1917 with many of those predating 1860; and an extensive bibliography. In all, the book presents an adequate introduction to the topic.

Gay, Kathlyn. *The Germans Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1971.

Gay makes the point that German Americans today are not very aware of their ethnicity and that they had to fight to achieve a sense of being American. The book includes reasons for emigration, typical pursuits in the United States, the bitter times of discrimination during World War I, contributions during World War II, German-American Jews, and famous German Americans. The book is highlighted by vignettes which humanize the historical facts.

Rippley, LaVern. *Of German Ways.* Minneapolis, Minnesota: Dillon Press, 1970.

Rippley is concerned with the German way of life in both the homeland and in America. Attention is turned to reasons for emigration and German culture, which includes an examination of such things as language, the arts, values, education, legends, folklore, and holidays.

Schalk, Adolph. *The Germans in America.* Chicago: Claretian Publications, 1974.

The contributions of Americans of German heritage are discussed in this short pamphlet. Some of the negative aspects are also mentioned—e.g., the Germans were no better than anyone else in their treatment of the Native Americans. A brief bibliography is also included.

TEACHER RESOURCES

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936.* Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on

national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

Ander, O. Fritiof. *In the Trek of the Immigrants.* Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Davis, Rachel DuBois, and Emin Schweppe. *The Germans in American Life.* Nashville, Tennessee: Thomas Nelson, Inc., 1936.

This book is written to inform Americans of the diversity of American life by relating the experiences of specific ethnic groups. The book, however, is dated and not well suited for a contemporary view of ethnic studies.

Fuchs, Lawrence. *American Ethnic Politics.* New York: Harper and Row, Publishers, Inc., 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they effect such things as foreign policy, Bossism, and machine politics.

Furer, Howard B. *The Germans in America 1607-1970 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

The book consists of three sections: chronology from 1607-1970, the bulk of which concentrates on the period before World War I; documents, all but two of which are selected from the period before 1917 and many of those pre-date 1860; and an extensive bibliography. In all, the book presents an adequate introduction to the topic.

Gleason, Philip. *The Conservative Reformers: German-American Catholics and the Social Order.* Notre Dame, Indiana: University of Notre Dame Press, 1968.

The focus of Gleason's book is on the attitudes and organizations of the German Catholics in America. Although the focus is seemingly narrow, the book is a microcosmic study of the assimilation experience of Catholic Germans in America and how the Catholic, German, and American environments interacted to produce a unique product of Americanization.

Hawgood, John Arkas. *The Tragedy of German America.* New York: Arno Press, Div. of the New York Times Book Company, 1970.

This history of German immigration to the United States is divided into three major portions: The German Settler in the United States, New Germanies on American Soil, and The Significance of the Hyphen in German-American History. It is an interesting study of the mutual impact of a subgroup and a larger, host society. It emphasizes the forces that unified German Americans and at the same time decreased their willingness to cooperate in American life.

Kleppner, Paul. *Cross of Culture.* New York: Free Press, Div. of Macmillan Publishing Company, 1970.

Cross of Culture is a study of local, nineteenth century American politics. Kleppner looks at what he calls the conflict of culture that is expressed in political terms in such issues as prohibition and parochial schools. The basic political divisions were between Protestant and Catholic religious groups, each characterized by differing cultural and political views.

O'Connor, Richard. *The German Americans: An Informal History.* Boston, Massachusetts: Little, Brown and Company, 1968.

Presented in this book is a non-academic history of the German-American people from the American Revolution to 1966. The last chapter, "The Great White Whale," contains some insight into contemporary American ethnic groups.

Pochmann, Henry A. *German Culture in America: 1600-1900.* Madison, Wisconsin: University of Wisconsin Press, 1957.

The culture related in this book is limited to philosophy and literature. The book could be useful for a literature course with a slant toward ethnicity.

Rippley, LaVern. *Of German Ways.* Minneapolis, Minnesota: Dillon Press, 1970.

Rippley is concerned with the German way of life in both the homeland and in America. Attention is turned to reasons for emigration and German culture which includes an examination of such things as language, the arts, values, education, legends, folklore, and holidays.

Seidel, Ted. *Cultural Understandings: Human Relations Units for German Language Classes.* St. Paul, Minnesota: Minnesota State Department of Education, 1974.

Designed for German language classes in Minnesota, this booklet presents a model for incorporating ethnic studies with humanities. The booklet briefly looks at Amish, Hutterite, and Mennonite communities in Minnesota by using German language skills.

SPANISH AMERICANS

CURRICULUM MATERIALS

Grades 7-12

The First American Towns, The Foundations of Wealth, The Rise and Fall of Spanish Domination, and *The Spanish Settlement* (from *The First Melting Pot Series).* Westport, Connecticut: Mass Communications, Inc., 1974.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **4**

This is an inexpensive and easy-to-use set of filmstrips which illustrates the interrelationships among Spanish, Mexican, and Native Americans. The photographs are good and the material is comprehensive and accurate.

TEACHER RESOURCES

Faderman, Lillian, and Barbara Bradshaw. *Speaking For Ourselves.* Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Spanish, Jewish, Native Americans, and white-ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Sexton, Patricia. *Spanish Harlem.* New York: Harper and Row, Publishers, Inc., 1965.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life, and survival. The book is also prescriptive, in that the author is concerned throughout with possible solutions to the problems of the slum. A short, well-done study, it might well be most fruitfully read along with Oscar Lewis's *La Vida,* among others.

CURRICULUM MATERIALS

Grades K-6

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Series).* Palo Alto, California, 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Kunz, Virginia. *The French in America* and *The Germans in America.* Tenzythoff, Gerrit. *The Dutch in America (*from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Grades 7-12

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. The text is traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

STUDENT RESOURCES

Grades 7-12

Stroud, Drew McCord. *Viewpoints: The Majority Minority.* Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

TEACHER RESOURCES

Hopen, Diane, and Patricia Moen. *Cultural Understandings: Human Relations Units for French Language Classes.* St. Paul, Minnesota: Minnesota State Department of Education, 1974.

Basically developed for French language classes, this book concentrates on French Canadians and New Orleans French culture and society. Numerous recipes are included.

EAST EUROPEAN AMERICANS

CROATIAN AMERICANS

TEACHER RESOURCES

Prpic, George J. *The Croatian Immigrants in America.* New York: Philosophical Library, Inc., 1971.

Not only a compendium of information, this book serves as a reference guide as well to the history of the Croatian immigration to America.

CZECH AMERICANS

STUDENT RESOURCES

Grades 7-12

Cather, Willa. *My Antonia.* Boston, Massachusetts: Houghton Mifflin Company, 1954.

This classic novel is the story of an immigrant Bohemian family which tries to make a better life for themselves on the Nebraska plains. It gives insights into the immigrants' struggles and strengths and reflects a time in America's past which will never be duplicated.

TEACHER RESOURCES

Czechoslovakia: Information Minimum. Austin, Texas: Texas Education Agency, 1970.

Although explicitly concerned with Czech Americans, at least in design, this book provides information only about Czechoslovakia. However, it does offer interesting information on culture and customs and could serve as a good background resource.

Rosicky, Rose. *A History of Czechs in Nebraska.* Omaha, Nebraska: Czech Historical Society of Nebraska, 1929.

According to the introduction, Nebraska contained the largest number of first generation Czech farmers as well as containing 20 percent of all Czechs who lived in the United States. From this perspective, it would seem that the study of Czechs in Nebraska would be an important undertaking. However, the author gives the reader a chronological breakdown of Czech arrivals in all the counties in Nebraska. Consequently, the study seems to be fairly esoteric, one which would not be of great use to the reader wanting more than Nebraska statistics.

HUNGARIAN AMERICANS

TEACHER RESOURCES

Konnyu, Leslie. *Hungarians in the U.S.A.: An Immigration Study.* St. Louis, Missouri: American Hungarian Review, 1967.

Konnyu provides a brief overview of Hungarian immigration to the United States and a section devoted to Hungarian contributions to American life and culture. Although the book covers a subject little explored, it is, in its entirety, too brief.

LATVIAN AMERICANS

STUDENT AND TEACHER RESOURCES

Streips, Liga. *Latvians in America 1640-1973 (from Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1974.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Latvians in America from 1640-1973. Organized into three parts, it includes an annotated chronology of events; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources. It is a very useful reference.

POLISH AMERICANS

CURRICULUM MATERIALS

Grades 7-12

Manoni, Mary H. *A Unique Heritage: The Polish American (from Accent on Ethnic America Series).* Stanford, California: Multi-Media Productions, Inc., 1972.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **5**

Since not much ethnic heritage curriculum materials for upper elementary and junior high school levels are available on diverse ethnic groups *The Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English speaking male voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American.* The visuals are not striking and the research is not particularly comprehensive.

STUDENT RESOURCES

Grades 7-12

Abodaher, David J. *Freedom Fighter: Casimir Pulaski.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

This biography describes the early life of Pulaski, his attempts to aid his native Poland during a rebellion, and his later success as leader of a cavalry force in the American Revolution. This fictionalized account of his life is an interesting biography which also describes some of the lesser known history of the Revolutionary War.

Abodaher, David J. *Warrior on Two Continents: Thaddeus Kosciuszko.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1968.

This is the story of a Polish-American hero who, after fighting for freedom of America in the Revolutionary War, returned to his homeland to fight against Imperialist Russia.

Pierce, Richard L. *The Polish in America.* Chicago: Claretian Publications, 1974.

This book contains a brief historical overview of the history of Poland and of Polish Americans. The author also examines the new "ethnicity." Pierce feeds that the new ethnicity is merely nostalgic and will not last, and that there is an even more evident trend toward assimilation.

Pilarski, Laura. *They Came From Poland: The Stories of Famous Polish Americans.* New York: Dodd, Mead and Company, 1969.

Biographies of famous Polish Americans are included in this collection of stories. Each story is preceded by an introductory chapter which tells of the famous person's experiences and their influence on American life.

Renkiewicz, Frank. *Poles in America 1608-1972 (from Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

This book is part of the *Ethnic Chronology Series* which presents an objective, historical analysis of the Poles in America from 1608-1972. The book is a very useful reference, including selected documents and an extensive bibliography of primary and secondary resources.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

TEACHER RESOURCES

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1962.

Parts seven through ten are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Bolek, Reverend Francis. *Who's Who in Polish America.* San Francisco: Harbinger Publications, 1943.

Like other reference books, this resource offers a complete listing of the accomplishments and contributions of Polish Americans since their original immigrations.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

Wytrwal, Joseph. *America's Polish Heritage: A Social History of the Poles in America.* Detroit, Michigan: Endurance Press, 1961.

This volume serves as an up-to-date study of the process of assimilation and acculturation and an analysis of pluralistic society of the Polish Roman Catholic Union and the Polish National Alliance. Wytrwal blends historical Polish background material and information on the process of immigration into his history of Polish acculturation, a study which spans a period of time from 1608-1960.

Wytrwal, Joseph. *Poles in American History and Tradition.* Detroit, Michigan: Endurance Press, 1969.

This is a collection of letters, documents, and discussions pertaining to the social histories of Poles in America from 1608 to 1969.

RUSSIAN AMERICANS

STUDENT RESOURCES

Grades 7-12

Antin, Mary. *The Promised Land: The Autobiography of a Russian Immigrant*. Boston, Massachusetts: Houghton Mifflin Company, 1969.

This autobiography of a Jewish-Russian immigrant is one of the most frequently quoted accounts of immigrant life in America. Written to prove that the American dream could and did work, Antin felt that she spoke for many thousand others whose lives had been improved by the transatlantic move. The reading level of this book is somewhat sophisticated.

TEACHER RESOURCES

Davis, Jerome. *The Russians and Ruthenians in America*. New York: George H. Doran Company, 1922.

Arranged somewhat differently than other volumes of the series, this particular volume provides a brief and concise overview of the Russian immigrant experience in the United States. Much less explicit attention is paid to European origins and backgrounds; the major thrust of the book is a concentrated study of Russians in their American context. Although old, this is a starting point in a study of Russian Americans.

Davis, Jerome. *The Russian Immigrant*. New York: Macmillan Publishing Company, Inc., 1922.

This volume is quite similar to the author's book in the *New Americans Series*. Its intent is to provide the history of immigrant Russians, most of whom were of the peasant and working classes and their acculturation to the American environment. Davis also discusses the need for more efficient "structural" assimilation mechanics.

UKRAINIAN AMERICANS

TEACHER RESOURCES

Minneapolis Public Schools, Task Force on Ethnic Studies. *Why Our Melting Pot Cooled Off*. Minneapolis, Minnesota: The Minneapolis Star, 1972.

This mimeographed booklet, composed of excerpts from the *Minneapolis Star* newspaper, discusses ethnic communities in the "Twin Cities." The communities covered are Mexican, Ukrainian, and Finnish Americans.

YUGOSLAVIAN AMERICANS

TEACHER RESOURCES

Adamic, Louis. *Laughing in the Jungle*. New York: Harper and Row, Publishers, Inc., 1932.

Adamic writes quite informatively about Yugoslav Americans, a group about whom little is known and less written. Adamic takes the reader back into his own origins, his attraction to America, his "greenhorn stage," and on through his personal acculturation, and his coming to terms with American culture and life.

Govorchin, Gerald G. *Americans from Yugoslavia*. Gainesville, Florida: University of Florida Press, 1961.

This volume is an attempt to be the first comprehensive treatment of the South Slavic migration to America. Govorchin looks at the immigration of the Yugoslavs in the broader context of the general immigration experience; thus, the book is not as narrowly focused as the title might suggest. The author is concerned, however, with the South Slavs in the United States—their organizations, their work, and their social institutions such as church, press, business, and labor unions. Finally, Govorchin looks at the famous folk and Yugoslav contributions to America. This volume fills a gap in our knowledge about this immigrant group.

MULTI

CURRICULUM MATERIALS

Grades K-6

Gracza, Rezoe. *The Hungarians in America,* Roucek, Joseph. *The Czechs and Slovaks in America,* and Wytrwal, Joseph. *The Poles in America (*from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Grades 7-12

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. A very traditional approach is taken here: dwelling on "heroes" or well-known citizens from specific ethnic groups, using a historical approach, and inserting statements on ethnic patriotism to America.

STUDENT RESOURCES

Grades 7-12

Greene, Victor R. *The Slavic Community on Strike.* Notre Dame, Indiana: University of Notre Dame Press, 1968.

Greene explores the opinion that Slavic immigrant groups of the late nineteenth century were quite disorganized in their work efforts and were often willing to accept less than human conditions in American industry because of economic deprivation in their homelands. They are said to have increased the fragmentation of American labor unions and lowered working standards for workers as a whole. However, Greene sees the East European immigrants as a united group who helped achieve victory for the United Mine Workers in 1903.

Sinclair, Upton. *The Jungle.* New York: New American Library, Inc., 1964.

This is an exposé of the meat packing industry in the early twentieth century and

the conditions of immigrants who worked in these plants. This muckraking novel focuses on Lithuanian Americans and uses the everyday events in one family's life to illustrate big business exploitation of workers and the public. It is well written and insightful, but the reading and concepts may be too difficult for lower high school levels.

Stroud, Drew McCord. *Viewpoints: The Majority Minority*. Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

TEACHER RESOURCES

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936*. Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

Balch, Emily Greene. *Our Slavic Fellow Citizens*. New York: Amo Press, Div. of the New York Times Book Company, 1969.

Although Balch's book is somewhat dated, it is one of the few on the emigration of Slavic peoples to the United States. Balch writes from the perspectives of the mother country and the United States. Discussed are reasons for immigration, contrasting experiences of other Slavic groups, and a somewhat exaggerated description of the assimilation process in America. The volume is outlined in the margins which facilitates topical reading.

Greene, Victor R. *The Slavic Community on Strike*. Notre Dame, Indiana: University of Notre Dame Press, 1968.

Greene explores the opinion that Slavic immigrant groups of the late nineteenth century were quite disorganized in their work efforts and were often willing to accept less than human conditions in American industry because of economic deprivation in their homelands. They are said to have increased the fragmentation of American labor unions and lowered working standards for workers as a whole. However, Green sees the East European immigrants as a united group who helped achieve victory for the United Mine Workers in 1903.

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GENERAL

CURRICULUM MATERIALS

Grades K-6

Anderson, Edna A. *Contemporary Social Science Curriculum.* Morristown, New Jersey: Silver Burdett Company, 1972.

This is an elementary level social studies series that is built around the social science disciplines. It is well illustrated and well written. The lower level elementary materials offer opportunities to study ethnic heritage in American ethnic groups, while the higher levels merely draw examples from world cultures and societies.

Davis, O. L., and Francis P. Hunkins. *Asking About the U.S.A. and Its Neighbors,* and Davis, O. L. and Curtis Paul Ramsey. *Investigating Communities and Culture (*from *Exploring the Social Sciences Series).* New York: American Book Company, 1971.

These elementary social studies texts are quite thin and watered down. They have a world cultures orientation, but are very conventional and unrealistic in their theoretical and learning theory approaches. They seem quite lacking in ethnic heritage studies materials except for a few multicultural photographs here and there.

Conte, Anthony E. *Sadlier Social Science Program Series.* New York: W. H. Sadlier, Inc., 1971.

This is a series built around social science disciplines with emphasis on values. There are occasional references to ethnic groups woven into the material, but they are quite incidental.

Dicker, David. *Urban America (*from *Problems and Promises Series).* New York: W. H. Sadlier, Inc., 1971.

The text is accompanied by a Teacher's Guide and may be used in conjunction with the workbook *Your City* from the *Problems and Promises Series.* It investigates urban problems and inspires thought for possible solutions. Ghettos and ethnic neighborhoods are discussed particularly in relation to Blacks and to tension among city-dwellers resulting in race riots. Ethnic minorities are well represented in the pictures throughout the book.

Educational Research Council of America. *Concepts and Inquiry Series.* Boston, Massachusetts: Allyn and Bacon, Inc., 1970-73.

Developed by the Educational Research Council of America, this is a whole series of paperback books about America and other cultures throughout the world. Included are several books on different cities in the United States—the Steel-Making Community, the Apple-Growing Community, the Metropolitan Community, the Military Community, etc. There are also two books on the Eskimos. These books, as well as others on America in this series, are filled with ethnic pictures and content providing the elementary student with an excellent study of world and American cultures.

Epstein, Florence, and Ira Peck. *American Adventure Program Series*. New York: Scholastic Book Services, 1970.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **6**

This is a total United States history program for slow learners in junior high or senior high school. Comprised of four student texts, the program focuses extensively on social history. Consequently, the texts present more information on ethnic groups than most U.S. history texts, and a teacher could use the materials as a "springboard" for introducing ethnic studies.

Fielder, William R. *Holt Databank System*. New York: Holt, Rinehart and Winston, Inc., 1972.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **5**

The *Holt Databank System* is a social studies program for kindergarten through 6th grade. The program focuses on the development of inquiry skills rather than the memorization of facts. While not designed as ethnic studies material, the sociological and anthropological basis of the program makes it usable in developing ethnic studies curriculum. All levels have multiethnic visuals and some ethnic content, but Level 5, *Inquiring About American History*, focuses more specifically on ethnic studies in a discussion of immigration and people in cities. Some attention is given to specific ethnic groups such as Jewish, Italian, and Japanese Americans in the Level 5 material.

Focus on Active Learning (from *Macmillan Social Studies Series*). New York: Macmillan Publishing Company, Inc., 1973.

This K-6 social science series focuses a great deal on world cultures. Not particularly appropriate for use as an ethnic heritage resource, it does have some units, pictures, and activities throughout the eight volumes and seven grade levels that would lend themselves to the teaching of ethnic heritage.

Hanna, Paul R., and Clyde F. Kohn. *Investigating Man's World*. Glenview, Illinois: Scott, Foresman and Company, 1970.

This is a series of elementary textbooks with student workbooks and a Teacher's Guide. Although the content is not directed toward the study of ethnic heritage, the collection of pictures and drawings illustrates various ethnic groups. Most ethnic information is found in the anthropology sections of each book.

Jacobs, William. *Search for Freedom: America and Its People*. Beverly Hills, California: Benziger, Subs. of Macmillan, Inc., 1973.

This American history text contains two chapters focusing on ethnic groups, one on the evils of slavery and the other on Native Americans and other immigrants. Within each chapter are excerpts on the heroes of the ethnic groups, but the approach is more realistic than traditional. This text does incorporate some ethnic content in all its chapters.

Jaynes, Ruth. *Friends! Friends! Friends!* Glendale, California: Bowmar Publishing Corporation, 1967.

Format **4** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

While this record/book package is designed primarily to promote language ca-

velopment in preschool and early-elementary children, it can be used as a "springboard" for ethnic studies. The format of the materials allows children to look and/or read the book while they hear the text presented on the record. The children and teachers depicted in the book are of many different ethnic groups, and these visuals could be used to build interesting ethnic studies lessons for young students.

King, Frederick M., Dorothy K. Bracken, and Margaret A. Sloan. *Concepts in Social Science*. River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, 1972.

Eight volumes comprise this elementary series built around the development of social studies concepts: *People and Their Needs; People at Home; Families and Social Needs; Communities and Their Social Needs; Regions and Social Needs; Using the Social Studies; The Social Studies and Our Country;* and *The Social Studies and Our World*. The series is not well suited for ethnic studies, as it presents little material on ethnic or cultural pluralism.

McCall, Edith, Evalyn Rapparlie, and Muriel Stanek. *Man in a World of Change Series*. Westchester, Illinois: Benefic Press, 1971.

This is basically an elementary world history series which compares and contrasts peoples of other countries, rather than peoples within the United States. It is very traditional with little emphasis on ethnic groups in the United States.

Minorities and Majorities. Jamaica, New York: Eye Gate House, 1974.

These filmstrips and cassettes do not deal with particular ethnic groups, but with the concepts of societal minorities and majorities. Most of the content is in the form of contrasts and comparisons. These should not be used as an ethnic studies core, but rather as an introductory or supplementary material.

Moss, Penrod, and Mary Reed. *Our Family of Man: A Conceptual Approach to the Social Sciences*. New York: Harper and Row, Publishers, Inc., 1972.

This elementary social studies series emphasizes the humanities. The humanistic basis of the materials gives an opportunity to discuss ethnic heritage concepts. This, however, is just incidental to the main thrust of the material.

The People of the United States and Canada. New York: W. H. Sadlier, Inc., 1972.

This text has a separate chapter devoted to the peoples of the United States and Canada. It includes a discussion on Native Americans, Eskimos, Spanish, French, and English, but treats these groups very traditionally. Although the chapter on social problems treats ethnic groups somewhat more realistically, the text as a whole is traditional and unimaginative.

Grades 7-12

Abramowitz, Jack. *American History*. Chicago: Follett Publishing Company, 1971.

This is a traditional junior high level, American history textbook. Using solely this text in the classroom provides little opportunity for incorporating ethnic heritage studies into the curriculum.

Abramowitz, Jack. *American History Study Lessons (*from *The Follett Basic American History Program)*. Chicago: Follett Publishing Company, 1969.

This is a series of nine units including a Teacher's Guide on American history for

slow learners. The chapters are short with comprehensive progress checks following. Although the ethnic content is slight and centers mostly on Blacks and Native Americans, the two ethnic groups are treated realistically. There is not enough ethnic content throughout this material to consider it a good ethnic studies resource.

Abramowitz, Jack. *The American Nation: Adventure in Freedom.* Chicago: Follett Publishing Company, 1975.

This is a traditional American history text for junior high level slow learners and does not contain enough ethnic material to consider it an ethnic studies resource.

Allen, Jack, and John Betts. *U.S.A.: History With Documents.* New York: American Book Company, 1971.

This is a traditional United States history text with no ethnic heritage content.

America, The Melting Pot: Myth or Reality? New York: Current Affairs Film, 1971.

Format **5** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **4**

Both the content and presentation of this sound/filmstrip set are quite traditional. The program assumes that white ethnics, e.g., Jews, now confront no prejudice or discrimination in the United States. It also implies that the concepts of the melting pot and pluralism are polar points on a continuum. While these materials are not particularly innovative or stimulating, they would not be detrimental if used with students.

Anthropology: A New Approach. New York: Learning Ventures, Div. of Bantam Books, Inc., 1974.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Anthropology: A New Approach is a multimedia kit of readings, posters, and activity cards. It is a well-organized kit for teaching anthropology at the high school level, but is not specifically ethnic studies material.

Ball, Grant T., and Lee J. Rosch. *Civics.* Chicago: Follett Publishing Company, 1973.

Attempts have been made to approach controversial issues, and some references to opportunities for Blacks and Appalachians are included in this revised issue of *Civics.* The book, however, is not well suited to a course on ethnic studies.

Bard, Harry, Willis D. Moreland, and Thelma N. Cline. *Citizenship and Government in Modern America.* New York: Holt, Rinehart and Winston, Inc., 1966.

This high school American government text is fairly traditional and does not include references to ethnicity.

Baydo, Gerald. *A Topical History of the United States.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Format **2** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **4**

A Topical History of the United States is an American history textbook designed specifically for gifted and above-average high school students. Organized by topic rather than by chronological progression of events, the text provides an unusual

approach to U.S. history. Included in the topical chapters are separate discussions of Native Americans, Mexican Americans, Black Americans, and Oriental Americans. The book could be used to integrate ethnic studies into an American history course, but it provides information only on the "visable" minorities.

Bernard, Laureate, and Ralph Brande. *America and Its People*. New York: W. H. Sadlier, Inc., 1968.

This book seems much older than its publication date. Although it is highly content laden, only the European settlers are discussed in any detail. Certain selected topics such as the Emancipation Proclamation and the Civil Rights Movement are treated carefully and indicate knowledge of new scholarship. Because the book is written from a political perspective, there is little discussion dealing with non-European ethnic groups. Teaching aids include chapter reviews, unit summaries, important dates, state's histories, and the Constitution.

Bidna, David, and Morris Greenberg. *We the People: A History of the United States of America*. Lexington, Massachusetts: D.C. Heath and Company, 1971.

The subject matter of this history textbook is handled in a fairly traditional manner; however, sensitive consideration is given to areas concerning ethnic groups. The conflicts between the American settlers and Native Americans and between the settlers and Mexicans are fairly treated, as is the impact of America on immigrants. An activity book accompanies the text.

Borg, Kirsten E.A. *Government, The Economy, The Cities, Liberty, Social Change, Foreign Policy,* and *The American Character (*from *USA series).* Evanston, Illinois: McDougal, Littell and Company, 1974.

The most ethnically-oriented books of this series include *Liberty, The Cities, The American Character,* and *Social Change*. A realistic approach to the problems of ethnicity and immigration is presented throughout the material.

Bragdon, Henry W., Charles W. Cole, and Samuel P. McCutchen. *A Free People: The United States in the Formative Years,* and *A Free People: The United States in the Twentieth Century*. New York: Macmillan Publishing Company, Inc., 1970.

This two-volume American history text with a Teacher's Guide and test booklet is basically a traditional text, with little ethnic content. The text is broken down into the formative years (exploration-1898) and the twentieth century. There are two chapters on immigration and immigrants and quite a bit of information throughout the book on Blacks from slavery to the Civil Rights Movement. There is also some mention of Native American heritage, but in its entirety the book does not contain much ethnic heritage content.

Bragdon, Henry W., Samuel P. Mc Cutchen, and Charles W. Cole. *History of a Free People*. New York: Macmillan Publishing Company, Inc., 1973.

This is a widely advertized American history text that is quite conventional and has much the same content as other high school history texts. The text does not contain much ethnic studies material.

Branson, Margaret Stimmann. *American History For Today*. Lexington, Massachusetts: Ginn and Company, 1974.

This junior high American history text has made a distinct effort to include the contributions of minority groups to the building of America.

Branson, Margaret Stimmann. *Land of Challenge*. Lexington, Massachusetts: Ginn and Company, 1975.

This junior high American history text contains several sections which present ethnic studies content.

Brown, Richard C. *Investigating Cultural Plurality* (from *Man in America Series*). Morristown, New Jersey: Silver Burdett Company, 1974.

Format **6** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Investigating Cultural Plurality is a modular unit from the Silver Burdett *Man in America* textbook program. It is a well-designed and inexpensive unit which could be used to introduce ethnic heritage studies. The teaching strategies, techniques, and activities suggested in the Teacher's Guide are innovative and practical. While the *Man in America* program is intended primarily for use in history classes, this unit takes a multidisciplinary approach to ethnic studies.

Burner, David, Robert D. Marcus, and Emily S. Rosenberg. *America: A Portrait in History* (vol. 1). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

This is a senior high school history text with well-chosen visuals. It could be used to study contributions of ethnic groups such as Native Americans and Mexican Americans to United States history. But, in itself, this text is not a piece of ethnic heritage material. There is very little in the way of teaching strategies except lists of further readings.

Burns, Robert E. *Episodes in American History Series: An Inquiry Approach*. Lexington, Massachusetts: Ginn and Company, 1973.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Episodes in American History Series, an American history program, is built on inquiry teaching procedures and a multiethnic content approach. The materials can be used effectively as a historical basis for teaching ethnic studies.

Carey, Maureen et al. *Deciding on the Human Use of Power*, O'Fahey, Sheila et al. *Deciding How to Live as Society's Children*, Allen, Rodney F. et al. *Deciding How to Live on Spaceship Earth* (from *Plover Deciding Series*). Winona, Minnesota: Plover Books, 1973-74.

This series mainly focuses on sociological problems in society and modern living. The sociological discussions do inspire further study of ethnic heritage material and cultural pluralism.

Carter, Robert, and John Richards. *Of, By, and For the People*. Westchester, Illinois: Benefic Press, 1973.

This government and civics text is for junior high level students. It does not discuss or refer to ethnic heritage or related concepts.

Caughey, John W., John H. Franklin, and Ernest R. May. *Land of the Free: A History of the United States*. Beverly Hills, California: Benziger, Subs. of Macmillan, Inc., 1971.

This American history text is more objective and realistic than most in its treatment of ethnic groups, prejudice, and discrimination. Although there is little ethnic

content throughout the book, there are separate chapters on slavery and immigration.

Cooke, Alistair. *America: A Personal History of the United States*. New York: Time-Life Films, 1973.

Format 4 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 4 Overall Recommendation 4

Taken from the commercial television series, *America*, these materials are technically well produced and feature exceptional photography. The editing necessary to condense the original series into 12 filmstrips diminishes some of the flavor of Alistair Cooke's original presentation. Three filmstrips from the set are particularly valuable ethnic studies materials: *Fireball in the Night*, which deals with slavery, *The Huddled Masses*, which concerns immigration, and *The More Abundant Life*, which focuses on America today.

Cox, David, Thomas Koberna, and Betty Nassif. *Problems in American History Series*. Beverly Hills, California: Benziger, Subs. of Macmillan, Inc., and New York: John Wiley and Sons, Inc., 1972.

This series in American history includes four paperback texts, developed chronologically, and a Teacher's Guide. Ethnic problems are found specifically in *Change and Progress 1820-1900*, *Power and Prosperity 1898-1929*, and *Challenge and Promise*.

Cuban, Larry; and Rita Hansen. *People and the City* (from *Spectra Series*). Glenview, Illinois: Scott, Foresman and Company, 1974.

This series has a good format in that it is 13 small pamphlets on different aspects of people in cities. Designed for slow learners, it helps them identify with their surroundings. There are many good illustrations and cartoons. The only pamphlets which contain much ethnic heritage content are *Moving In*, *Getting Jobs*, and *Neighborhoods*.

Curry, Richard [illegible] and John G. Sproat. *The Shaping of America*. New York: Holt, Rinehart and [illegible], Inc., 1972.

This is a traditional American history text with a Teacher's Guide and a test manual. One chapter discusses Blacks and other minority groups, which provides a small amount of ethnic studies material to the teachers using this text.

Davis, Bertha M., and Dorothy S. Arnof. *Background for Tomorrow: An American History*. New York: Macmillan Publishing Company, Inc., 1969.

This is a traditional American history text developed for the slow learner. Teachers using this material will find no ethnic content.

DeFleur, Melvin, and William D'Antonio. *Sociology: Man in Society*. Glenview, Illinois: Scott, Foresman and Company, 1971.

The primary focus of the text is on general sociological theories. One section on Intergroup Relations considers the concepts of race and ethnicity, the nature of prejudice, and the structure of relationships between the minority group and the dominant group. Histories of various American minorities are portrayed in addition to an analysis of the ideals of the American people as compared to actual practices.

Dethloff, Henry C., and Allen E. Beghaud. *The American People: Their History to 1900*, and *The American People: Their History Since 1900*. Austin, Texas: Steck-Vaughn Company, 1972.

This is an ineffectual resource of superficial material. It is as simplistic as a coloring workbook approach could be.

Dicker, David. *Your City: Problems and Promises*. New York: W. H. Sadlier, Inc., 1973.

This is a workbook inquiry text about cities. Although the focus is not on ethnic heritage, the teacher, with some planning, could extract questions from the text on ethnic communities and people in the city.

Dunwiddie, William E. *Problems of Democracy: Political, Social, Economic*. Lexington, Massachusetts: Ginn and Company, 1974.

This text contains a very good chapter on ethnic groups in America. Topics discussed include history, prejudice, discrimination, ghettos, problems of minority groups, and human rights. Ethnic content is not present through the rest of the text.

Ebenstein, William, and Edward Mill. *American Government in the Twentieth Century: A Process Approach*. Morristown, New Jersey: Silver Burdett Company, 1973.

This is a high school American government text that offers a number of opportunities to develop discussions of the impact of ethnic pluralism on American government and policy decisions. Topics, photographs, and questions are included, providing opportunities for such discussion.

Edgar, Robert W. *Reliving the American Experience: Developing Unity Among Diverse Peoples*. Lexington, Massachusetts: Ginn and Company, 1974.

Format **5** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

Reliving the American Experience is a curriculum package consisting of two student texts, *Expanding and Changing the Economy* and *Developing Unity Among Diverse Peoples*, plus a Teacher's Guide. By presenting readings from historical biographies and autobiographies in chronological order, the editor creates a powerful expression of the pluralistic nature of American society. A mention is given to student reading and ability and to the affective/value aspects of the selections. The books and Guide are effective core curriculum materials for ethnic studies units.

Eibling, Harold H., Carlton Jackson, and Vito Perrone. *Challenge and Change: United States History: The Second Century*. River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, 1973.

This is a high school level American history text in two volumes containing material suitable for ethnic studies.

Exploding the Myths of Prejudice. Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **5** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **4**

This audiovisual kit, consisting of filmstrips and records or cassettes, focuses on the concept of prejudice. The intent of the materials is to present facts from which emerge a deeper understanding of man's characteristics. It is hoped that this

emphasis is on Black Americans, but in general, the book lacks substantial ethnic content.

Feder, Bernard. *Viewpoints: U.S.A.* New York: American Book Company, 1972.

This text has three chapters on Black Americans and one on immigration. The text provides a fairly in-depth study on slavery and Blacks but does not have too much information on other ethnic groups. If emphasis were to be placed on Black Americans, rather than all ethnic groups, this would be a good text. The chapter on immigration does discuss other ethnic groups and the melting pot theory verses the salad bowl theory. The text on a whole has more ethnic content than other history books.

Felder, Dell. *The Challenge of American Democracy.* Boston, Massachusetts: Allyn and Bacon, Inc., 1974.

There is little reference given to ethnic studies in this American government text.

Fenton, Edwin. *The Americans: A History of the United States.* New York: Holt, Rinehart and Winston, Inc., 1970.

This American history text with Teacher's Guide and student workbook is a unique social studies resource, creatively organized and developed. Accompanied by recordings and filmstrips, it offers a number of ways of approaching the many facets of ethnic heritage studies. This American history text might be helpful in introducing ethnic heritage studies.

Fenton, Edwin. *Ethnicity in America.* Pittsburgh, Pennsylvania: Carnegie Press Publishers, and New York: Harcourt Brace Jovanovich, Inc., 1974.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

This selection of readings for upper division high school students and adults is designed to provide alternative perspectives to the traditional content offered in American history texts. Although there are no visuals or teaching suggestions included, the content in each reading selection is thought-provoking and moving in its own right. Each section on ethnic minorities concludes with an annotated "Further Readings" list.

Fersh, Seymour. *Learning About Peoples and Cultures.* Evanston, Illinois: McDougal, Littell and Company, 1974.

Format 6 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This textbook can be effectively used with students from junior high through high school to present a general orientation to, and background for, ethnic studies. Attractive and well developed, *Learning About Peoples and Cultures* helps sensitize students to likenesses and differences in people and their life styles. The book is an inexpensive, self-contained unit which could be utilized in teaching intergroup relations, ethnic pluralism, and world perspectives.

Folk Songs in American History 1700-1864. Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 4 Realism and Accuracy 4 Intercultural Understanding 2 Educational Quality 4 Overall Recommendation 2

Folk songs which are well known to most Americans are presented in this set of six filmstrips with accompanying records and cassettes. Emphasis is placed on music rather than the ethnic people who sang or composed it. The time period covered is from early colonial days to the Civil War. Music common in the Black culture period preceding and during the Civil War is emphasized. Mexican-American and Native-American music of this period receives almost no attention. A second *Folk Songs in American History* kit has been published but was not available for analysis. This kit includes music from the reconstruction era to post-World War II.

Ford, John, and Joan Ferguson. *Project C.A.I.R. (Cultural Awareness Through Inquiry and Research).* Thompson, Connecticut: Inter Culture Associates, 1974.

Format **6** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Project C.A.I.R. is a nine-part study unit designed to help secondary students understand the complex nature of American culture and its relationship to other cultures. The materials are primarily activity cards which direct project work. Designed for use with students in grades 7 through 10, the unit is useful for developing positive and open attitudes toward cultural pluralism and multicultural perspectives.

Frost, James A. *et al. A History of the United States: The Evolution of a Free People.* Chicago: Follett Publishing Company, 1969.

Although this history text does not incorporate the ethnic experience within the total context of American history, the book does devote individual attention to several ethnic groups at the end of each of the chapters. The groups treated are Native, Black, Latin, Oriental, and European Americans.

Gavian, Ruth Wook, and William A. Hamm. *United States History.* Lexington, Massachusetts: D.C. Heath and Company, 1960.

No ethnic heritage content will be found in this traditional United States history text.

Gordon, Alice Kaplan. *The Promise of America.* Chicago: Science Research Associates, Inc., 1970.

This is a traditional American history text with chapters on immigration, assimilation, and Civil Rights. It should not be used solely as an ethnic heritage resource.

Harmon, Francis. *Religious Freedom in America.* New York: Friendship Press, 1973.

Religious issues in an historical perspective are analyzed in this booklet and study guide. Some of the sections on Jews, Catholics, and religious freedom might appropriately be related to ethnic heritage studies.

Hartley, William H., and William S. Vincent. *American Civics.* New York: Harcourt Brace Jovanovich, Inc., 1974..

Although this senior high level civics book might appear through its headings and illustrations to have some ethnic heritage content, it really has no appropriate references to ethnic studies.

Hirsch, Carl S. *Racism in America.* Evanston, Illinois: McDougal, Littell and Company, 1974.

This is a very readable student text with a Teacher's Manual and good reference sections. It offers historical background as well as contemporary and future trends.

Included is a section on genetic origins of race and misconceptions that have grown out of these findings. This could be used as a basic text or as an additional student resource.

Hovenier, Peter J. *et al. Perspectives in United States History.* Palo Alto, California: Field Educational Publications, Inc., 1971.

This text discusses ethnic groups, but in a very traditional way. Its major ethnic understanding will help diminish prejudices held by viewers. While the content of the filmstrips is unusual, the instructional strategies suggested and implicit in the materials are quite traditional. Teachers using the kit will need to develop their own follow-up activities.

Images of Man (Parts 1 and 2). Englewood Cliffs, New Jersey: Scholastic Book Services, 1975.

Several of the filmstrip segments of this curriculum package relate directly to ethnic groups including the Blacks, the Amish, and the rural people from Kansas. The underlying theme and focus of the materials are on human relationships and intergroup understanding. The Teacher's Guide contains stimulating activities stemming from the work of famous photographers.

Kane, Ralph J., and Jeffrey A. Glove. *Inquiry U.S.A.: Themes, Issues, and Men in Conflict.* New York: Globe Book Company, Inc., 1971.

Each of the chapters in this American history text includes references to ethnic groups, especially Black Americans. The text, useful for slow readers, is designed to provoke student thought on issues in American history. Study questions at the end of each chapter aid student understanding of the content presented.

Koller, Marvin R., and David C. King. *Modern Sociology.* New York: Holt, Rinehart and Winston, Inc., 1974.

This text focuses on the major components and aspects of sociology. Ethnic and racial relations, as a part of the study of sociology, are briefly touched on in one of the chapters.

Kownslar, Allan O., and Donald B. Frizzle. *Discovering American History.* New York: Holt, Rinehart and Winston, Inc., 1974.

A two-part American history text, this volume uses an inquiry/case study approach to develop understanding of American history from its beginning to the present. Each part discusses ethnic heritage as an integral component of the American story.

Krug, Mark. *America in Profile: The Life of a People.* New Rochelle, New York: Pathescope Educational Films, 1972.

Format 3 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 2 Overall Recommendation 1

America in Profile: The Life of a People, a filmstrip/cassette program, is essentially an overview of American history. Except for one segment of the material which touches on the melting pot theory, the program's content has little relation to ethnic studies.

Landis, Paul H. *Sociology: Annotated Edition.* Lexington, Massachusetts: Ginn and Company, 1975.

As part of the study of sociology, ethnic and racial relations are included in this broad sociological text.

Leinwand, Gerald. *The Pageant of American History.* Boston, Massachusetts: Allyn and Bacon, Inc., 1975.

This is an excellent American history text covering ethnic content thoroughly. It has separate chapters on immigrants and immigration and deals with slavery and other topics very realistically, stating the myths and the truths.

Leinwand, Gerald. *The City as a Community* and *Racism* (from *Problems of American Society Series*). New York: Washington Square Press, Div. of Simon and Schuster, Inc., 1970.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

The editors of the *Problems of American Society Series* have packed an abundance of information into small, inexpensive paperback books. Primarily collections of readings, the books balance differing viewpoints effectively; the explanatory material contained in the first section of each book helps place the readings in perspective. The reading interest levels of the collections are appropriate for high school students. Pertinent and thoughtful questions for further consideration are included.

Madgic, Robert F. et al. *The American Experience: A Study of Themes and Issues in American History.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1975.

Format **4** Realism and Accuracy **4** Intercultural Understanding **3** Educational Quality **5** Overall Recommendation **4**

While this American history text focuses primarily on political history, there are some sound chapters on social history. The book is a sound history text with some content information relevant to ethnic studies.

Mandelbaum, Seymour J. *The Social Setting of Intolerance (*from *Problems in American History Series).* Glenview, Illinois: Scott, Foresman and Company, 1964.

This book contains articles that have been written on problems in American history. The table of contents is misleading, indicating that the book contains a great deal of ethnic content, but the articles are very traditional and there is little mention of ethnic groups. The role of the Catholics is stressed throughout the book.

Marshall, Richard E., and John E. Wiltz. *The Search for Meaning: Viewpoints in American History,* Ralston, Leonard F., and Harold H. Negley. *The Search for Freedom: Basic American History,* and Wiltz, John Edward. *The Search for Identity: Modern American History (*from *Lippincott's American History Series).* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

Lippincott's *American History Series* includes three texts: *The Search for Freedom,* a junior high level basic text focusing on pre-Civil War history; *The Search for Identity,* a senior high level basic text focusing on more recent history; and *The Search for Meaning,* a collection of wide-ranging readings for secondary students. All three books stress the multiethnic nature of American society and could be used as a starting reference for teaching ethnic studies. The Teacher's Guide calls attention to the diverse composition of the student populations which are expected to use the series. This is a sound American history series which would be useful in developing ethnic studies.

McClenaghan, William. *Magruder's American Government.* Boston, Massachusetts: Allyn and Bacon, Inc., 1975.

This traditional government textbook does not devote attention to ethnicity in the United States.

McCuen, Gary E. *The Racist Reader: Analyzing Primary Source Readings by American Race Supremacists.* Anoka, Minnesota: Greenhaven Press, 1974.

Format **6** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The Racist Reader is a collection of various writings by Americans who have promoted race supremacy and analyses of these writings. While dealing with racism in general, the book focuses on anti-Semitism and anti-Black attitudes. The readings themselves are highly inflammatory; although analyses and follow-up activities are designed to counteract their impact, there is a danger that students would be confused, or swayed, by their forcefulness. This book should only be used with very mature 11th or 12th graders.

Nelson, Jack L. *Values and Society (*from *American Values Series).* Rochelle Park, New Jersey: Hayden Book Company, Inc., 1975.

This series on values for high school level students is composed of student booklets, two of which are of ethnic heritage content. These booklets, *Urban Growth* and *City Life*, can serve only as a brief reference for ethnic heritage studies.

Okun, Mitchell, and William N. Bronz. *The Challenge of America.* New York: Holt, Rinehart and Winston, Inc., 1973.

A few opportunities to discuss ethnic heritage studies are offered in this traditional junior high level American history text.

Oliver, Donald W., and Fred M. Newmann. *Harvard Public Issues Series.* Columbus, Ohio: Xerox Education Publications, 1967.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

The *Harvard Public Issues Series* is a collection of small pamphlets, each pertaining to a specific topic of current interest. Three units of particular relevance in ethnic studies are *The Immigrant Experience, Race and Education,* and *Negro Views of America.* The material in the units seems stimulating and the teaching strategies and ideas for implementation are well developed. Because the materials were written in 1967, some of the readings are now dated, but despite this limitation, the three units used together present powerful material on ethnicity, cultural pluralism, and the Black experience.

Out of the Mainstream. Tarrytown, New York: Schloat Productions, Inc., 1971.

Format **4** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **6**

Out of the Mainstream, an audiovisual kit, is a rather controversial set of ethnic studies materials. The filmstrips and accompanying cassettes/records are excellently developed and produced. They focus concurrently on the concepts of poverty, deprivation, and minority group membership as these concepts are perceived by those Americans who are "out of the mainstream." However, the Teacher's Guide is inadequate in its directions for how to use the powerful and

controversial audiovisual materials. In the hands of a skilled teacher working with mature 11th and 12th graders or college-level students, the filmstrips could be effective ethnic studies materials or sociology materials. But without skillful teaching strategies, the materials reinforce student prejudice and discrimination.

Portwood, Thomas B., and Mary E. Portwood. *Our Nation.* Austin, Texas: Steck-Vaughn Company, 1972.

This workbook text is very traditional and contains no ethnic heritage content.

Poverty, Dissent, The Immigrants, and *Industrialization (*from *Patterns of Civilization: America Series).* Mt. Kisco, New York: Teaching Resources Films, 1975.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Patterns of Civilization: America is a curriculum package containing filmstrips, records, student booklets, and a Teacher's Guide. Two sections, *The Immigrants* and *Dissent,* are well developed, accurate, and pluralistic in their approach to ethnicity. While the package is not specifically ethnic studies material, *The Immigrants* and *Dissent* could be effectively used to develop a unit on ethnic heritage in a secondary level history or sociology course.

Powell, Daniel. *A Developing Nation, Ideas in Conflict,* and *A World Power (*from *United States History Series).* Glenview, Illinois: Scott, Foresman and Company, 1974.

Ideas in Conflict, contained in this series, deals almost entirely with ethnic groups and immigration, and presents both sides of issues on slavery, the Indian policy, and relocation of Japanese Americans. This is clearly the best book in the series. The two major texts have very little ethnic content. There is also a Teaching Suggestions book which lists many sources teachers could use for further study.

*Prejudice: The Invisible Wall (*from *Contact Series).* New York: Scholastic Book Services, 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Prejudice: The Invisible Wall is a curriculum package which includes student texts, posters, and a record. The materials focus on prejudice and discrimination rather than on specific ethnic groups. Used with upper-elementary and junior high school students, the package can be effective in demonstrating general attitudes about prejudice. However, the material is probably too simplistic for effective use with secondary students.

Prejudice and Discrimination, Alienation, Cities in Crisis, Education and Opportunity, and *Voices of Dissent* (from *Inquiry Into Crucial American Problems series*). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Two books from this series can easily fit into a course on ethnic studies. Both *Prejudice and Discrimination* and *Education and Opportunity* provide the basis for understanding some of the concepts related to ethnicity.

The Prejudice Game: A Simulation. New York: Senior Scholastic, 1973.

Format **NA** Realism and Accuracy **NA** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **5**

The Prejudice Game: A Simulation, which appeared in a *Senior Scholastic* magazine article, is a cleverly designed simulation game. Used with secondary students, the game can be effective in demonstrating how prejudice and discrimination affect people.

*Quest for Liberty (*from *Field Social Studies Program).* Menlo Park, California: Field Educational Publications, Inc., 1971.

This text uses an inquiry approach in presenting American history to students. The text is written from the point of view of the white man rather than from the Native American perspective. The chapter on immigration covers such topics as the melting pot theory versus the salad bowl theory and is thorough in its explanation of immigrants—their nationalities and backgrounds, their reasons for emigrating, and reactions toward them in America. The last chapter in the text focuses on today's society, offering discussions on the Civil Rights Movements and minority groups such as Native Americans and Mexican Americans. These two chapters contain the most information on ethnic groups.

Reddan, Harold J., and John J. Saal. *Sociology: Its Purpose and Scope.* New York: W. H. Sadlier, Inc., 1970.

One chapter in this sociology text deals with minority groups, including Native, Mexican, Puerto Rican, Chinese, Japanese, Jewish, and Black Americans. The book includes a Teacher's Guide which points out ideas for further study.

Resnick, Miriam, and Lillian H. Nersenberg. *American Government in Action.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1969.

This is a senior high level government and civics textbook with very little mention of ethnic heritage with the exception of one chapter on immigration.

Rozwenc, Edwin C., and Edward C. Martin. *The Restless Americans: The Challenge of Change in American History.* Columbus, Ohio: Xerox Education Publications, 1972.

This is a two-volume American history text with sections on ethnic identity and assimilation. Each major topic is developed historically offering reasons for changes that have occurred. Included in the texts are paintings, song lyrics, and readings, which discuss such issues as the truths and untruths of the melting pot theory and Native American and Black problems.

Sandler, Martin. *In Search of America.* Lexington, Massachusetts: Ginn and Company, 1975.

Designed for students who have reading problems, this picture-packed American history text will aid students in asking questions and discovering things for themselves. Some ethnic content can be found throughout the text.

Sandler, Martin, and Edwin Rozwenc. *The People Make a Nation.* Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

This is an excellent, well-written American history text composed of letters and writings. Its emphasis is on the history and contributions of all ethnic groups as well as their plights. Accompanying the text is a Teacher's Guide and activity book for further study.

Schick, Allen, and Adrienne Pfister. *American Government: Continuity and Change.* Boston, Massachusetts: Houghton Mifflin Company, 1972.

This student text has few teaching strategies, but some interesting photo essays. It contains very little appropriate for ethnic heritage studies.

Schwartz, Sidney, and John R. O'Connor. *Exploring American History.* New York: Globe Book Company, Inc., 1971.

This is a traditional American history text for "handicapped" or slow readers. The 1974 revised version has many more references to ethnic and minority groups in American life.

Schwartz, Sidney, and John R. O'Connor. *Exploring Our Nation's History: The Developing Years* and *Exploring Our Nation's History: The Age of Greatness.* New York: Globe Book Company, Inc., 1971.

This traditional, upper elementary and junior high text in two parts contains only slight references to ethnic groups or ethnic heritage.

Schwartz, Sidney, and John R. O'Connor. *The New Exploring American History.* New York: Globe Book Company, Inc., 1974.

This is a traditional American history text with a slightly different format: each chapter is only a few pages long and at the end are comprehensive checks. There is too little ethnic content in the book to consider it an ethnic heritage resource.

Schwarzrock, Shirley, and Gilbert Wrenn. *The Coping With Series.* Circle Pines, Minnesota: American Guidance Service, Inc., 1970.

The Coping With Series presents information on interests, concerns, and frustrations of teenagers to help them better "cope" with society and growing up. Of the 23 books, a few contain information on ethnic groups and how to deal with people from other backgrounds. These books are: *Living With Differences, To Like and Be Liked,* and *Do I Know the Me Others See.* There is not enough ethnic content in these books to consider them ethnic studies materials; rather, they are books to help teenagers cope with societal norms.

Shafer, Boyd C., and Everett Augspurger. *A High School History of Modern America.* River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, Inc., 1973.

This is a traditional history textbook for secondary levels with little attention devoted to ethnic heritage.

Shafer, Boyd C., and Everett Augspurger. *United States History for High School.* River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, Inc., 1973.

This is a traditional United States history text, exercise book, tests, and Teacher's Guide, with no ethnic heritage content.

Shaftel, George. *Decisions in United States History.* Lexington, Massachusetts: Ginn and Company, 1972.

This is a senior high American history text that is well illustrated and provides many opportunities for discussions of ethnic groups' contributions to American life.

Shapiro, Alan, and Charles McCrea. *Black, Growth, People, Power, Promise,* and *Rights (from America: Land of Change series).* Chicago: Science Research Associates, Inc., 1970.

This is a basic American history series of six paperback books for slow learners or

low reading level students in grades 6-12. There are a Teacher's Guide and a set of student workbooks with the set. The booklets which are appropriate to ethnic heritage studies are *Black*, which traces the Black experience in America, and *People*, which examines migrants.

Shiel, Sister Mary Thecla, and Sister Mary Dennis Donovan. *The Responsible Citizen.* New York: Holt, Rinehart and Winston, Inc., 1967.

This text discusses as its primary focus religious development within the Catholic faith. While no specific group is concentrated upon, several chapters lightly deal with the problems of ethnic groups in America as a whole. The book does not contain enough ethnic content to be considered ethnic heritage material.

Society Today. Del Mar, California: CRM Books, 1971.

Basically, this text focuses on the major components and aspects of sociology. One chapter deals with ethnic and racial relations as part of the study of sociology.

Sociological Resources for the Social Studies. *Episodes in Sociology.* Boston, Massachusettes: Allyn and Bacon, Inc., 1970-71.

This series, developed by Sociological Resources for the Social Studies, offers examples of some of the subjects sociologists investigate. The specific topics chosen illustrate that social relationships, although complex, are understandable. The episodes are concerned with what is learned and how students learn it. One particularly good unit in this series is *Class and Race in the United States* which deals with Black and white Americans. Probably only a few units in the series would be applicable for use in ethnic studies, rather than the whole series.

Stewart, Elbert W. *The Troubled Land: Social Problems in Modern America.* New York McGraw-Hill Book Company, 1972.

Several opportunities to discuss ethnicity and cultural pluralism are included in this textbook for a high school social problems course. A Teacher's Guide accompanies the text.

Thomas, W. LaVerne, and Robert J. Anderson. *Sociology: The Study of Human Relationships.* New York: Harcourt Brace Jovanovich, Inc., 1972.

A chapter on ethnic and racial relations is included in this general sociology text.

Todd, Lewis Paul, and Merle Curti. *Rise of the American Nation.* New York: Harcourt Brace Jovanovich, Inc., 1972.

A student workbook, Teacher's Guide, and test manual accompany this traditional American history textbook. The materials have no real ethnic content, other than a brief mention of Native and Black Americans.

Toll, Dave. *Ghetto.* San Jose, California: Western Publishing Company, 1969.

Format **NA** Realism and Accuracy **NA** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **1**

Ghetto is a simulation/game designed to introduce upper- and middle-class Americans to some of the pressures experienced by poor people living in inner cities. No specific ethnic group is singled out in the game, although individual roles of Black, Latino, and Native Americans are included in the game's playing procedure. While the game may be effectively used in certain instances, it is of limited value as an ethnic studies activity.

Touhill, Blanche M. *Readings in American History.* River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, 1970.

This text contains a series of readings about topics in American history. Readings include chapters on immigration, Native Americans, Blacks, and Japanese. The approach is very traditional, despite the inclusion of ethnic groups.

Unger, Johnson. *Land of Progress.* Lexington, Massachusetts: Ginn and Company, 1975.

This high school American history text gives a good deal of attention to ethnicity and ethnic group contributions to United States history. The book also has very good visuals, maps, and graphs.

Ver Steeg, Clarence L., and Richard Hofstadter. *A People and A Nation.* New York: Harper and Row, Publishers, Inc., 1971.

This is a traditional American history text which focuses on the political and economic development of the nation, rather than its people. The history and contributions of Black Americans are handled consistently throughout the text, while other ethnic groups are barely mentioned. The most appealing feature of the text is its illustrations of people in the United States.

Wade, Richard, and Howard Wilder. *A History of the United States.* Boston, Massachusetts: Houghton Mifflin Company, 1966.

This is a traditional history text at the senior level with occasional references to ethnic heritage studies.

Weinstein, Allen, and Jackson R. Willson. *Freedom and Crisis: An American History.* New York: Random House, Inc., 1974.

This is a recently published American history text at the high school level with numerous references to ethnic heritage and minority groups.

Weisberger, Bernard A. *The American Heritage History of the American People.* New York: American Heritage Publishing Company, Div. of McGraw-Hill Book Company, 1970.

Format **5** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

The American Heritage History of the American People can be effectively used as a supplementary resource with *Impact of Our Past. The American Heritage History* is a magnificently illustrated text of photos, documents, and original sources dealing with immigrant experience from colonial times to the present. Together the two volumes create an outstanding historically-focused ethnic studies program.

Weisberger, Bernard A. *The Impact of Our Past: A History of the United States.* New York: American Heritage Publishing Company, Div. of McGraw-Hill Book Company, 1972.

Format **5** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

The Impact of Our Past is a well-written and illustrated American history textbook that can be used to stimulate ethnic studies at both junior high and senior high levels. Another American Heritage book, *The American Heritage History of the American People*, can be effectively used as a supplementary resource with *The Impact of Our Past.*

Weitzman, David, and Richard E. Gross. *Cities Through Time (from The Human Experience: World Culture Series).* Boston, Massachusetts: Houghton Mifflin Company, 1974.

Cities Through Time presents scattered references to ethnicity, but is not well suited to a course on ethnic studies.

Wertheimer, Michael. *Confrontation: Psychology and the Problems of Today.* Glenview, Illinois: Scott, Foresman and Company, 1970.

Articles on racism and race relations are included in this senior high level psychology textbook.

What is Prejudice. Tarrytown, New York: Warren Schloat Productions, Inc., 1969.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **4**

An audiovisual kit containing filmstrips and cassettes or records, *What is Prejudice* could serve as an effective introduction to an ethnic studies program. The material deals with the general topic of prejudice and more thoroughly examines the conflicts that arise out of differences than do many similar programs. A Teacher's Guide accompanies the filmstrips.

Why People Hate: The Origins of Discrimination. Westport, Connecticut: Mass Communications, Inc., 1973.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **4**

Why People Hate is a set of six cassette tapes which present discussions of discrimination by leading social scientists. Speakers include Margaret Mead, Daniel Berigan, Roy Wilkins, Phillip Ortega, Thomas Pettigrew, Berry Epstein, and Arnold Forster. The Teacher's Guide gives some suggestions for using the cassettes. The material would be useful as background information or as introductory lectures for university-level courses on ethnic studies, but the discussions are too mature for most secondary students.

Wilder, Howard B., and Robert P. Ludlam. *This is America's Story.* Boston, Massachusetts: Houghton Mifflin Company, 1970.

This is a traditional secondary school history text with accompanying guides and examinations. One chapter looks at immigration and various ethnic group contributions to United States culture by mentioning well known "heroes" of the ethnic group, thus presenting a narrow view of the groups.

Wilson, Raymond J., and George Spiero. *Liberty and Union.* Boston, Massachusetts: Houghton Mifflin Company, 1972.

Little reference is made to ethnic studies in this traditional, senior high American history text.

Witt, Daniel, and P. Allan Dionisopoulos. *Our American Government and Political System.* River Forest, Illinois: Laidlaw Brothers, Div. of Doubleday and Company, 1973.

This is a secondary level civics textbook with really no references to ethnic heritage studies.

Wood, Leonard C., and Ralph H. Gabriel. *America: Its People and Values.* New York: Harcourt Brace Jovanovich, Inc., 1975.

This is a United States history textbook with only brief references to ethnic contributions to United States history.

Yelderman, Pauline. *United States History for High School.* Austin, Texas: Steck-Vaughn Company, 1969.

This traditional history workbook and text has no ethnic content.

STUDENT RESOURCES

Grades K-6

Clymer, Eleanor. *My Brother Stevie.* New York: Scholastic Book Services, 1967.

This is a novel of project housing life and children's responsibilities in that life. It could serve well in an ethnic heritage studies program only as extra curricular reading.

Henderson, Nancy Walker. *Walk Together: Five Plays on Human Rights.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1972.

This is a book of five plays on human rights for elementary children. Instructions for the production are short, simple, and require little or no expense. The five themes are: *The Pledge,* about American Indians and the right to live and be themselves; *Harvest for Lola,* about migrant workers and the right to learn; *Get on Board Little Children,* about the underground railroad and the right to be free; *Look Behind the Mask,* about children and the right to be yourself; and *Automa,* about people versus machines and the right to think and make decisions. An interesting approach to learning. Good supplementary material.

Grades 7-12

Ainsworth, Norma, and Miriam Lee. *The Gift of Christmas.* New York: Scholastic Book Services, 1965.

This is an anthology of standard and little-known short literature on Christmas. While most of the selections are based on English or German Christmas traditions, Margaret Applegarth's classic short story, *The Legend of the Black Madonna,* and Langston Hughes' short poem, *Carol of the Brown King,* are included.

Appel, John. *The New Immigration.* New York: Pitman Publishing Corporation, 1971.

In this book, the author examines the causes and consequences of the vast migration, prior to World War I, of eastern and southern Europeans to the United States. It compares the impact of this new immigration around 1900 with that of the earlier wave of northern and western Europeans. A collection of essays, articles, and book reviews presents a balanced view of this period.

Arnof, Dorothy S. *A Sense of the Past: Readings in American History.* New York: Macmillan Publishing Company, Inc., 1962.

This traditional collection of readings in United States history includes one selection on immigration and short primary accounts of Native Americans, Black Americans, and Mormons.

Berger, Arthur A. *About Man.* Dayton, Ohio: Pflaum/Standard, 1974.

This is a unique collection of readings on cultural anthropology. It includes some of the standard works—Linton's *One Hundred Percent American*—as well as innovative materials, such as Kochman's *Rapping in the Ghetto.* Topics covered include observation, culture and character, customs and culture, communication, folklore, use of artifacts, and culture and society. There are a few ideas on research projects and activities and a brief annotated bibliography. The particular value of this book lies in its fresh material and in Berger's introduction which provides a neat and succinct definition of anthropology.

Blixt, Raymond. *The Nature of Prejudice.* Winona, Minnesota: St. Mary's College Press, 1972.

This book is composed of photographs and narrative depicting the nature of prejudice. This photo-essay format is designed for self reflection and self evaluation; prejudice is discussed as a personal and social problem.

Bradbury, Bianca. *Lots of Love, Lucinda.* New York: Scholastic Book Services, 1972.

The experiences and resultant problems of a good-hearted, middle class, northern white family, who invite a Black girl from the south to live in their house while she completes her high school education, are related in this novel.

Brooks, Charlotte. *The Outnumbered.* New York: Dell Publishing Company, Inc., 1967.

This collection of stories, essays, and poems about minority groups is written by such authors as John Steinbeck, Willa Cather, and James Baldwin. It discusses groups that were here originally, those brought in chains, and those who came voluntarily. It is designed to appeal to three groups: those members of minority groups whose forefathers' stories are told; students who may never have known much about minorities other than their own; and members of the white Protestant majority who want to gain a compassionate understanding of the problems of those who belong to minorities.

Carson, John F. *The 23rd Street Crusaders.* New York: Scholastic Book Services, 1958.

A multiethnic gang of delinquents are rehabilitated through the medium of basketball. This fast-paced story emphasizes play in determining relationships in a school and in a community. It is sympathetically written with a light hand in developing affective understandings.

Cohen, Robert. *The Color Of Man.* New York: Bantam Books, Inc., 1968.

This well-written book is a survey of facts about color based on the research of experts in the fields of biology, anthropology, history, sociology, and psychology. The book explores the nature of color and pigmentation; the reasons for color differences of hair, eyes, etc.; chromosomes and genes; the effect of sun and climate on color; and light skin and dark skin.

Coleman, Terry. *Going to America.* New York: Doubleday and Company, Inc., 1972.

This is a story of immigrants, who they were, and why they left, and how and what happened to them. It is not a history of immigration but a history of people who immigrated. A large portion of the text protrays the immigrants' lives as they arrived in America.

Coles, Robert, and Jan Erickson. *The Middle Americans.* Boston, Massachusetts: Little, Brown and Company, 1971.

This is a book about lower-middle-class white Americans—their lives, thoughts, surroundings. The people interviewed have traditional non-ethnic backgrounds and have, in many cases, prejudiced attitudes. Filled with pictures of middle-class Americans and not ethnic pictures, the book could serve as a tool in helping students understand the reasons, motives, and manifestations of negative feelings toward ethnic groups.

Dinnerstein, Leonard, and David M. Reimers. *Ethnic Americans: A History of Immigration and Assimilation.* New York: Dodd, Mead and Company, 1975.

This volume is a history of immigration and assimilation to America of a great variety of ethnic groups. It delves into the heritage of colonial America, the impact of the so-called "Old Immigration," and "New Immigration," the relative success and mobility of ethnic groups in America, and ethnicity in the 1960s and 70s. The book, through its good coverage of the many complicated problems involved in ethnic history, is a good introduction to the field.

Doss, Helen. *The Family Nobody Wanted.* New York: Scholastic Book Services, 1954.

This book, having been made into a frequently repeated television special, is a story of a minister and his wife who adopt 12 children of mixed racial background, creating a "one family United Nations." The point of the desirability of multiculturalism is made without preaching.

Feldstein, Stanley, and Lawrence Costello. *The Ordeal of Assimilation: A Documentary History of the White Working Class 1830's to the 1970's.* New York: Anchor Press, Div. of Doubleday and Company, 1974.

This collection of documents, about the white working class in America from the 1830s to the 1970s, presents material relative to the immigrants' experiences in uprooting themselves from their native land and finding new cultural patterns. Seven major topics are explored: the immigration experience, nativist crusade, the slum as a home, working class in industrial America, ethnic and labor unionism, cultural conflict, and the dawn of new pluralism. Short introductory essays precede the documents, providing useful content information.

Feldstein, Stanley. *The Poisoned Tongue: A Documentary History of American Racism and Prejudice.* New York: William Morrow and Company, Inc., 1972.

This history of American racism and prejudice documents an American problem, that of ongoing racism and prejudice toward people of different colors, religions, and nationalities. It traces racism from the slave trade to present day racist activities. Documents are used effectively with the author's objective narrative.

Greer, Colin. *Divided Society: The Ethnic Experience in America.* New York: Basic Books, Inc., Publishers, 1974.

Divided Society is a collection of essays which discuss the experiences of immigrants and minorities in the United States. The perspectives oppose those of the "American Dream" philosophies; Greer illustrates the complexity of assimilation, the economic pressures on ethnic groups, the struggles for equality, all of which deter the immigrant's achieving the "American Dream." This is a good resource for teachers and a good acquisition for resource centers.

Handlin, Oscar. *Immigration as a Factor in American History.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

A historical review of immigration is presented in this student resource which includes personal accounts, news and magazine stories, and historical interpretations. Emphasis is placed upon the human side of the immigration problem with individual characterizations which add to the readibility.

Hofstadter, Richard, and Michael Wallace. *American Violence.* New York: Alfred A. Knopf, 1971.

This documentary history is an account of four centuries of violence in America. Hofstadter provides a succinct analytical introduction in which he attempts to explain how our violent nation somehow persuades itself that it has the best behaved of people. Documents range from eyewitness reports to contemporary accounts, and each is introduced by a carefully developed headnote. One whole section deals with racial violence and includes reports on slave revolts, race riots, ghetto riots, and casualties of native people during conquest. This is a useful book for reference.

Kennedy, John F. *A Nation of Immigrants.* New York: Perrenial Library, Div. of Harper and Row, Publishers, Inc., 1970.

This is an easily read resource containing contributions and characteristics of groups and individuals that have emigrated to America. Offered for student reference are historical background explanations on government policy and proposed policy, illustrations, and visual presentations of geographic distributions of immigrant settlements. A chronology of events, immigration statistics, and suggested readings are included at the end of the book. The book contains a good general background but lacks depth in ethnic sociological understanding.

Leinwand, Gerald. *Minorities All (*from *Problems of American Society Series).* New York: Washington Square Press, Div. of Simon and Schuster, Inc., 1970.

One of the *Problems of American Society Series*, this is a story of the hyphenated American, who is each of us. It is about American culture as a melting pot derived from dreams, agonies, successes, and failures of those who came to America. Many people have contributed articles and there are well selected photographs throughout.

Madgic, Robert F. and Richard Gross. *Money, Machines, and Migrants 1865-1920* (from *Profile of America Series*). Palo Alto, California: Field Educational Publications, Inc., 1971.

One of the *Profiles of America Series*, this book for high school students includes testimony from a variety of sources about the problems of various ethnic groups immigrating to the United States. *Money, Machines, and Migrants* can serve as a good supplement to American history, ethnic heritage studies.

McCuen, Gary, and David Bender. *The Radical Left and Far Right: Fringe Groups Speak on the Problem of Race (*from *Opposing Viewpoint Series).* Anoka, Minnesota: Greenhaven Press, 1973.

One of the *Opposing Viewpoint Series,* this book covers the spectrum of political opinion—radical to conservative—on problems of race. Included are case studies, articles written from varying perspectives, and exercises and problems sections for students. It can be used as a tool in helping students develop skills in analyzing opinion, discerning fact from fiction and assumption, and understanding differing viewpoints and their underlying motives.

Mead, Margaret, and James Baldwin. *A Rap on Race.* New York: Dell Publishing Company, Inc., 1973.

This book is a transcript of tapes made over a seven hour period on August 26-27, 1970, of a dialogue on race between James Baldwin, writer and Black spokesman, and Margaret Mead, noted anthropologist. The discussions center around race, violence, responsibility, and the past and future of America.

Novotny, Ann. *Strangers at the Door.* New York: Bantam Books, Inc., 1971.

This book presents the very dramatic, human story of the 20 million immigrants who came to America between 1855 and 1934. The moving, illustrated text describes the stories of the men, women, and children who survived terrifying voyages and had humiliating "processing" experiences at Ellis Island and Castle Garden.

Palmer, Orville. *Mirror to America.* New York: Harcourt Brace Jovanovich, Inc., 1973.

This book is a collection of excerpts from books by well-known authors about America—its land, the people, the cities, the history, war, and society's values. There is some mention of ethnic groups throughout these excerpts, but the best chapter is "The People." This chapter includes information on the Hopi and Blacks; several other excerpts in the book are on Native Americans. Many of the books from which the excerpts are taken are not current and are therefore dated, but *Mirror to America* is a good compilation of famous authors' writings on America.

Robinson, Donald W. *Verdict on America.* Boston, Massachusetts: Houghton Mifflin Company, 1974.

The third chapter on minorities is the most applicable section for ethnic studies in this collection of articles about other countries and their views on America. This easily read and well-edited book provides an interesting perspective to both the American image and to the learning process.

Severn, Bill. *Ellis Island: The Immigrant Years.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1971.

Although the focus of this book is on Ellis Island, it has a larger story of the greatest immigration the world has known. The details of the Ellis Island immigration are interesting, and a good deal of fresh material is presented. The book centers on the procedures of immigration more than on immigrants themselves.

Sinkler, George. *The Racial Attitudes of American Presidents.* Garden City, New York: Anchor Books, Div. of Doubleday and Company, 1972.

This book represents a detailed study of racial attitudes of ten presidents from Abraham Lincoln to Theodore Roosevelt. Students can make comparisons of what presidents said and what they did by studying their personal letters, documents, speeches, and actions. This book raises questions about and analyzes the office of the presidency in relation to the treatment of Black, Native, and Oriental Americans.

The Student Perspective: Candid Interviews with College Students on Social Problems in America Today. New York: Holt, Rinehart and Winston, Inc., 1972.

This book is a collection of candid interviews with junior college students of varying ethnic, religious, social, and economic backgrounds on ten major issues of today: discrimination, poverty, the environment, college, the political system, the media,

the president, living here, family, and fear. The questionnaire follows the interview so the reader will not prejudice the responses.

TeSelle, Sallie. *The Rediscovery of Ethnicity: Its Implications for Culture and Politics in America.* New York: Harper and Row, Publishers, Inc., 1973.

In this compact volume, the authors raise a number of contemporary issues and perspectives. The volume deals with the general problem of the "new ethnicity"; the different perspectives on the notion and the nature of ethnicity—sociological, blue collar, and radical-political; and a description of what it is to be a Gypsy, Italian, Appalachian, and Japanese.

Tripp, Eleanor. *To America: The Story of Why People Left Their Homes for the New Land.* New York: Harcourt Brace Jovanovich, Inc., 1969.

This book concentrates on the "push" factors of emigration. Nine communities, which roughly represent the origins of the largest immigrant groups in America, have been chosen to represent a wide range of conditions which motivated emigration. These include English, African, Irish, Prussian, Chinese, Swedish, Sicilian, Russian, and Mexican people. An appendix includes facts and figures on immigration. The book is carefully illustrated and extremely well researched.

Turner, Mary. *We, Too, Belong.* New York: Dell Publishing Company, Inc., 1969.

This anthology about minorities in America is a collection of stories, poems, and plays by many famous writers. Stories of oppressed people, of their longings for freedom, and their hopes and achievements are included, presenting a very human side to ethnic studies. This book is readily adapted to a literature course as well as ethnic studies/social studies.

Weisberger, Bernard A. *The American Heritage History of the American People.* New York: American Heritage Publishing Company, Div. of McGraw-Hill Book Company, 1970.

This is an excellent resource on American people of all backgrounds. Accompanying the narrative are numerous well-chosen illustrations of the American people. Discussed and linked with American history are the characteristics of the American settlers, prejudices against them, their struggles for equal opportunities, and the motives for voluntary and involuntary immigration.

Weiss, Karel. *Under the Mask.* New York: Dell Publishing Company, Inc., 1972.

This anthology about prejudice in America presents a human, personal approach to the injustice wrought in America. It is written as a montage of experiences rather than a cold, statistical, objective study. It correlates the kinds of feeling that permeate minorities regardless of their heritage. It also provides a current historical view of the "not for everyone" American Dream. A complete index and bibliographic references conclude the anthology.

Whitney, Phyllis A. *Willow Hill.* New York: Scholastic Book Services, 1974.

Willow Hill is the story of a new housing project in a neighborhood where many Blacks are moving. Illustrated are neighborhood and racial struggles and generation gaps emerging between parents' and children's attitudes.

Wright, Kathleen. *The Other Americans: Minorities in American History.* New York: Fawcett World Library, 1969.

This might be used as a supplement to a traditional United States history text, or

as a basic text for ethnic studies. It uses a chronological approach and, when appropriate, discusses Native, Black, Jewish, Chinese, Japanese, and Mexican Americans. Because each group is covered within a specific time period, students gain a greater sense of the interrelationship of a multicultural society. The book includes a carefully selected bibliography.

TEACHER RESOURCES

Adair, Margaret Weeks, and Elizabeth Patapoff. *Folk Puppet Plays of the Social Studies.* New York: John Day Company, 1972.

This is a book of thirteen folk plays which may be done in either elementary or, in some cases, higher grades. The chief drawback is that only four of the dramatizations pertain to ethnic heritage studies—two are on southern American mountain people, one is about Native Americans, and one is on Black Americans.

Allport, Gordon W. *The Nature of Prejudice.* New York: Anchor Press, Div. of Doubleday and Company, 1954.

In this book, Allport offers a definition of ethnic prejudice, shows the reasons for prejudice, and illustrates its effect upon the victimizer and the victim. The job of discussing what shapes prejudices in the individual and how those prejudices are expressed is done well, making this book an important resource in the field of intergroup relations.

The American Foreign Born. Minneapolis, Minnesota: Minneapolis Public Schools, Task Force on Ethnic Studies, 1974.

This was published by the Minneapolis Public Schools with the permission of the United States Department of Commerce, Bureau of the Census. It is a short compendium of important statistical information about America's foreign-born population and is a handy background tool for teachers. However, the same information can be gleaned from more readily available government sources.

American Jewish Committee. *The Reacting Americans: An Interim Look at the White Ethnic Lower Middle Class.* New York: American Jewish Committee, Institute of Human Relations Press, 1968.

This pamphlet contains short excerpts of papers read at two meetings of the National Consultation on Ethnic America in June 1968. While the excerpts are short, insightful, and often exciting, the editors assume a great deal of background knowledge on the part of the reader. If that background is present, then the short pieces may be used in the classroom as entries into ethnic heritage related material in such topics as "Rapid Social Change," "Persistence of Ethnicity," and "New Public Policy," among others.

Banks, James A., and William Joyce. *Teaching Social Studies to Culturally Different Children.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1971.

This is an attempt to deal with the issues and problems of teaching in a culturally pluralistic society. By offering strategies and approaches it seeks to attune teachers to the difficulties involved in dealing with students from a variety of backgrounds and with a variety of needs.

Barth, Fredrik. *Ethnic Groups and Boundaries.* Boston, Massachusetts: Little, Brown and Company, 1969.

The essays collected here are written from the perspective of social anthropology,

and some of them may be helpful in the study of the general notions of ethnicity and cultural differences. Although the subject matter is not directly concerned with the United States, the findings could be used in the study of American ethnic groups.

Bensman, Joseph, and Arthur J. Vidich. *Metropolitan Communities: New Forms of Urban Sub-Communities.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1975.

Bensman and Vidich have collected in this volume a great number of articles that appeared in *The New York Times.* The major theme is that which the title suggests, namely the nature of modern, metropolitan communities, the way they have formed, their reasons for being, and their prospects for the future. The volume explores numerous concepts and insights into ethnic studies. The collection is an important reading for one to understand the modern American city, especially the ethnic dimensions of that phenomenon.

Bensman, Joseph, and Arthur J. Vidich. *The New American Society: The Revolution of the Middle Class.* New York: Quadrangle/The New York Times Book Company, 1971.

The New American Society focuses on vast changes which American society has undergone in the years since World War II. While not explicitly concerned with ethnic studies, except in the author's treatment of immigrant groups' acculturation in American society, it offers an important perspective on recent American history and society from which to view melting pot developments.

Bernard, William S. *Immigrants and Ethnicity: Ten Years of Changing Thought.* New York: American Immigration and Citizenship Conference and National Project on Ethnic America, 1972.

This is a compilation of thoughts by many experts in the field of ethnic studies. It is an analysis of the problem of the integration of "newcomers" into American society, based on a series of seminars held annually by the American Immigration and Citizenship Conference from 1960-70. *Immigrants and Ethnicity* is one of two publications which came from these seminars. This one is intended to be the more general of the two, while the second, entitled *The Dynamics of Immigrant Integration and Ethnic Relations,* is a much more complete compilation of the seminar papers. It is the second one which should be recommended to the serious student of ethnic studies, for the present volume is, indeed, too general.

Bernard, William S., and Judith Herman. *The New Immigration and the New Ethnicity: Social Policy and Social Theory in the 1970s.* New York: Institute on Pluralism and Group Identity, 1974.

This is an extension of the booklet *Immigrants and Ethnicity,* also done under the auspices of the American Immigration and Citizenship Conference. This booklet contains some of the major papers and commentary from the special seminars conducted by AICC in 1972-73. Seven papers are contained here, some of which deal with important issues in ethnic heritage studies, such as *The Ethnic Factor in the Integration of Immigrants,* and *The Changing Responses of Newcomers to American Life.* It is doubtful, however, that these papers constitute the best starting point in one's study of ethnic studies material.

Berry, Brewton, *Race and Ethnic Relations.* Boston, Massachusetts: Houghton Mifflin Company, 1965.

Race and Ethnic Relations, a text designed for college level students, deals with

important ethnic heritage concepts. Although its major focus is on the United States, it does not limit itself to America in the analysis.

Berthoff, Rowland. *An Unsettled People*. New York: Harper and Row, Publishers, Inc., 1971.

This book is a general social history of the American people since the seventeenth century. It contains interesting and important information on the impact of the great immigrations on America and, to a lesser degree, the impact of America on the immigrants. Berthoff's theory states that the immigrant created a milieu of social confusion and disorder.

Berube, Maurice R., and Marilyn Gittell. *Confrontation at Ocean Hill-Brownsville: The New York School Strike of 1968*. New York: Praeger Publishers, Inc., 1969.

This is a collection of documents and contemporary perspectives resulting from the controversy over the decentralization of New York City's schools. It documents the still current issues of integration versus community control, ethnic group rivalry, racial and anti-Semitic attitudes, and the structure and functions of urban schools, among others.

Bibby, Cyril. *Race, Prejudice and Education*. New York: Praeger Publishers, Inc., 1960.

This book, a product of a UNESCO Conference, is aimed at dispelling racial myths and prejudices. Dealt with are a number of important issues from this point of view. Although this book is dated and was written from the point of view of conditions in the United Kingdom, it is well done and has value in ethnic studies.

Bremner, Robert H. *American Social History Since 1860*. New York: Appleton-Century Crofts, 1971.

Bremner's volume contains much information on American social history since 1860. Of most importance for ethnic studies are the sections on immigration and Blacks, although the entries contained in these sections are by no means comprehensive. Other topics are listed in American social history which also impinges on ethnic heritage studies.

Clark, Kenneth. *Prejudice and Your Child*. Boston, Massachusetts: Beacon Press, 1955.

Originally published in 1955 in the wake of the Supreme Court's *Brown* desegration decision, Clark attempted to translate the implications of that decision into terms more readily understood. His aim was to demonstrate why it was wrong to acquiese in prejudice, discrimination, and racial segregation. He felt that Americans must know what negative prejudices are, in what ways they affect society, and how those ideas are communicated to children. He felt if that could be done, then the problem of sheltering children from such dysfunctional notions could proceed more efficiently.

Clemmons, Geraldine M. *Ethnic Directory I: The Heritage of America*. Detroit, Michigan: Southeast Michigan Regional Ethnic Heritage Studies Center, 1973.

A publication of the Southeast Michigan Regional Ethnic Heritage Studies Center, this magazine presents a wealth of disparate kinds of information from formal articles on the nature of ethnicity, to such things as ethnic recipes, the local areas' complements of ethnic restaurants, and ethnic newspapers. While some of the contents may have general appeal, most of the material is local in importance.

Curran, Thomas J. *Xenophobia and Immigration, 1820-1930.* Boston, Massachusetts: Twayne Publishers, Inc., 1975.

This volume is concerned with the patterns of xenophobia or nativism as they emerged in the colonial period of American history and as they repeatedly came to the fore in such later movements as the Know-Nothings, Chinese Exclusion, The American Protective Association, immigration quota system, and the Ku Klux Klan. Less sophisticated perhaps than John Higham's *Stranger in the Land,* Curran's book digs back further into American history and looks more closely at actual policies rather than attitudes.

Daniels, Roger, and Harry Kitano. *American Racism: Exploration of the Nature of Prejudice.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

This item, a collaboration by two noted scholars in the field of ethnic and racial studies, explores the historical pattern of racism in California. California was selected, at least in part, because most ethnic and racial groups appeared there, a fact which lead to an interesting layering effect in a society. Not solely a history of California racism from 1769-1942, this book presents some very useful concepts with which to come to grips with racism and prejudice.

Dinnerstein, Leonard, and David M. Reimers. *Ethnic Americans: A History of Immigration and Assimilation.* New York: Dodd, Mead and Company, 1975.

This volume is a history of immigration and assimilation of a great variety of ethnic groups to America. It delves into the heritage of colonial America, the impact of the so-called "Old Immigration" and "New Immigration," the relative success and mobility of ethnic groups in America, and ethnicity in the 1960s and 70s. The book, through its good coverage of the many complicated problems involved in ethnic history, is a good introduction to the field.

Dunfee, Maxine. *Eliminating Ethnic Bias in Instructional Materials.* Washington, D.C.: Association for Supervision and Curriculum Development, 1974.

This short book is divided into five parts, four of which are major bibliography divisions. The fifth is an analysis instrument for gauging the sexist and racist composition of textbooks and other educational media. The first part gives a brief description and a bibliography on the notion of cultural pluralism in America. The second part provides a bibliography of studies which have evaluated the ethnic bias of existing and often used educational materials. The third section is concerned with efforts and guides for changing school curricula. Part four lists resources to aid teachers' understanding of ethnicity.

Endleman, Shalon. *Violence in the Streets.* New York: Quadrangle/The New York Times Book Company, 1968.

This collection is predicated on two beliefs: 1) that violence, while prevalent, is not endemic to the human condition and the preconditions of violent behavior must be sought in social rather than in genetic or structural characteristics of man; and 2) that violence begets violence. Endleman draws upon a number of people who have studied the causes of violence in individuals and in mobs and the results of violence in many different contexts. Psychological and social perspectives are provided and a number of essays dealing with crime, the police, and race are included.

Epps, Edgar. *Cultural Pluralism.* Berkeley, California: McCutchan Publishing Corporation, 1974.

Basically a consciousness-raising book, it is concerned with trying to assess the

proper role of schools in the socialization of minority/ethnic students. It raises a number of questions about the implicit racism of the melting pot notion and advocates a position of cultural pluralism which stresses understanding, valuing, and respecting divergency of groups and individuals in American society.

Far West Laboratory. *The Flexible Learning System: Competency Based Learning Units for Adults in Early Childhood Education.* San Francisco: Far West Laboratory, 1973.

This course of study is designed to help teachers help students develop a healthy self-concept. It can be used by teachers who have minority students in their classes or by teachers who teach ethnic heritage content that focuses on "culturally different" people.

Feinstein, Otto. *Ethnic Groups in the City.* Lexington, Massachusetts: Heath Lexington Books, Div. of D.C. Heath and Company, 1971.

This collection focuses on ethnicity in the Detroit area. While it is a very specific case study, it also lends itself as a rather exhaustive look at various dimensions of ethnicity. Examined are such topics as immigrant and host adjustment, cultural assimilation, cultural impoverishment, and future prospects. Examples of nationwide ethnic groups are also included. This collection is full of contemporary material, the relevance of which surely crosses the Detroit City limit.

Feldstein, Stanley, and Lawrence Costello. *The Ordeal of Assimilation: A Documentary History of the White Working Class, 1830's to the 1970's.* New York: Anchor Press, Div. of Doubleday and Company, 1974.

This collection of documents about the white working class in America from the 1830s to the 1970s presents material relative to the immigrants' experiences in uprooting themselves from their native lands and finding new cultural patterns. Seven major topics are explored: the immigration experience, nativist crusade, the slum as a home, working class in industrial America, ethnics and labor unionism, cultural conflict, and the dawn of new pluralism. Short introductory essays precede the documents, providing useful content information.

Friedman, Murray. *Overcoming Middle Class Rage.* Philadelphia, Pennsylvania: Westminster Press, 1971.

This collection of essays by social commentators, politicians, and scholars analyzes the dimensions of current political and social controversies, which may be read simplistically as "white backlash." It delves into such problems as the state of middle class youth and their problems, cultural conflicts and political solutions, and the "new ethnicity." The value of the essays is uneven, but the book, as a whole, is quite valuable in bringing new perspectives to the fore.

Fuchs, Lawrence. *American Ethnic Politics.* New York: Harper and Row, Publishers, Inc., 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they affect such things as foreign policy, Bossism, and machine politics.

Gittler, Joseph B. *Understanding Minority Groups.* New York: John Wiley and Sons, Inc., 1956.

Understanding Minority Groups is a compilation of papers presented at the

Institute on Minority Groups in the United States. The rationale for all the papers was an increasing awareness of the enigmatic nature of modern group relations within American society. Six specific ethnic groups were treated: Catholics, Native, Jewish, Black, Japanese, and Puerto Rican Americans.

Gordon, Milton M. *Assimilation in American Life: The Role of Race, Religion, and National Origins.* New York: Oxford University Press, 1964.

This is a study of immigration history, its assimilation into American life, and the problems of prejudice and discrimination which have arisen out of differences in background, race, and religion. Gordon theoretically and historically discusses the problems of subsocieties and subcultures in American society. He analyzes the import of Anglo-conformity and the melting pot and cultural pluralism theories. The last chapter of the book is devoted to an assessment of the problem and its implications for government activity and policy.

Gossett, Thomas F. *Race: The History of an Idea in America.* New York: Schocken Books, Inc., 1963.

Gossett's volume provides a great deal of background information on the evolution of the "scientific" theories of race in America from early colonial times to the present. He discusses such things as Social Darwinism, phrenology, early anthropologists' notions of race, Teutonism, Negro status, immigration restriction, and a spate of other interesting and important topics in the history of the idea of race in America.

Graham, Hugh Davis, and Ted Gun. *Violance in America: Report of the National Commission on the Cause and Prevention of Violence.* Washington, D.C.: U.S. Government Printing Office, 1969.

The report is a collection of a wide range of articles about violence in many different contexts, e.g., patterns and sources of racial aggression, the concept of overcrowding and human aggression, urbanization and criminal violence, and historical patterns of violence in America. The articles vary in readability and technicality, but several are useful in the study of ethnic heritage.

Greeley, Andrew M. *Ethnicity in the United States: A Preliminary Reconnaissance.* New York: John Wiley and Sons, Inc., 1974.

Greeley presents a demographic overview of ethnic groups in the United States. He considers whether the ethnic factor is just another version of the religious or social class factor of group life in the United States. With this perspective as a basis, the book looks at the impact of ethnic affiliation on human behavior, political behavior, and life styles among ethnic groups.

Greeley, Andrew M. *Unsecular Man: The Persistence of Religion.* New York: Schocken Books, Inc., 1972.

Unsecular Man is religious sociology, in which the primary aim is to challenge conventional wisdom concerning the ever-decreasing importance of religion in our own time. Greeley makes a case for people remaining strongly attached to their religiousity. An important dimension of this unsecularity is the emphasis on group attachment and community and ethnic cohesion.

Greeley, Andrew M. *Why Can't They Be Like Us? America's White Ethnic Groups.* New York: E.P. Dutton and Company, Inc., 1971.

This is a book about ethnic diversity in America caused by the immigration

between 1820-1920 of white European ethnic groups. The book is written from the perspective of promoting social change through an increased awareness of ethnic pluralism, and is written consciously from the frame of reference of the turbulent 1960s. The book is a search to understand how diversity can be integrated into some form of unity.

Greeley, Andrew M. *Why Can't They Be Like Us? Facts and Fallacies About Ethnic Differences and Group Conflicts in America.* New York: American Jewish Committee, Institute of Human Relations, 1969.

This pamphlet, the basis for Greeley's latter book by the same title, includes definitions of ethnicity, the function of ethnicity in individual identity, the six steps of ethnic group assimilation, and the idea of competition among ethnic groups, among others. He distinguishes between what has been called structural and cultural assimilation and suggests that the process of group development is a common one shared by all ethnic groups.

Greenspan, Jane. *Teaching Contemporary Issues: A Teacher's Guide for Eleven Books in the Social Sciences.* New York: Dell Publishing Company, Inc., 1972.

Greenspan's book is a guide to eleven books of contemporary concern, five of which have direct relevancy to ethnic studies. They include *The American Poor* (Robert Liston), *A Nation of Newcomers* (Bryan Fulks), *The Fire Next Time* (James Baldwin), *If Not Now, When?* (Pantell and Greenridge), and *We, Too, Belong* (Mary Turner). The book is designed for use by social studies teachers who will find outlines of major themes, questions, and evaluation instruments for each of the books.

Greer, Colin. *Divided Society: The Ethnic Experience in America.* New York: Basic Books, Inc., Publishers, 1974.

Divided Society is a collection of essays which discusses the experiences of immigrants and minorities in the United States. The perspectives oppose those of the "American Dream" philosophies; Greer illustrates the complexity of assimilation, the economic pressures on ethnic groups, the struggles for equality, all of which deter the immigrant's achieving the "American Dream." This is a good resource for teachers and a good acquisition for resource centers.

Greer, Colin. *The Great School Legend.* New York: The Viking Press, Inc., 1972.

The legend is a belief that the nineteenth and early twentieth century public schools served as antipoverty institutions for immigrants and poor. The truth, as Greer sees it, is that many schools failed to meet students' needs, the difference being that the economy could absorb those unskilled persons, whereas today it can not and the problem of adequate schooling becomes apparent.

Halliburton, Warren J., and William Katz. *American Majorities and Minorities: A Syllabus of United States History for Secondary Schools.* New York: Arno Press, Inc., Div. of the New York Times Book Company, 1970.

This book is a syllabus for secondary school traditional American history courses. There are only three specific units which lie within the parameters of ethnic studies, although all the units suggest ways to incorporate such material. The unit on immigration is singularly unoriginal and uninspired, although the outline may be adequate for a very short unit on the topic. The last unit is primarily based on a conceptual approach to the topics and is well done, with suggested readings for students and teachers. In general, the suggested activities after each unit, though not innovative, focus on racial and ethnic themes. The questions posed could be

profitably used by teachers using traditional materials.

Handlin, Oscar. *The American People in the Twentieth Century.* Boston, Massachusetts: Beacon Press, 1963.

Three chapters in this book deal directly with ethnicity in the United States: "The Color Line," "The Migrations," and "The Strains of a Free Society." In these, Handlin provides an overview of the early texture of the experience of ethnic groups in America.

Handlin, Oscar. *The Americans: A New History of the People of the United States.* Boston, Massachusetts: Little, Brown and Company, 1963.

This is an American history text with only two sections on immigration. It would not be beneficial as a base for an ethnic studies program.

Handlin, Oscar. *Children of the Uprooted.* New York: Grosset and Dunlap, Inc., 1966.

This is a collection of writings done by second-generation immigrants, containing three divisions based on time periods: "Expansive America and Its Problems, 1845-1890"; "Industrial America, 1890-1920"; and "In Our Own Days, 1920-1965." The articles represent a great cross-section of topics and concerns and would be a good addition to one's library.

Handlin, Oscar. *Out of Many: A Study Guide to Cultural Pluralism in the United States.* New York: Anti-Defamation League of B'nai B'rith, 1964.

This pamphlet is designed to aid in the study of group life in America, group life which has immigration as its central identifying quality. The reader is acquainted with such things as the formation of ethnic groups in America, religion as a facet of group life, and the notion of cultural pluralism. The pamphlet also includes a bibliography for further reading which is, from the perspective of 1975, inadequate.

Handlin, Oscar. *Race and Nationality in American Life.* Long Island, New York: Anchor Press, Div. of Doubleday and Company, 1957.

A book by a noted scholar in the history of American immigration, it consists of a number of articles focusing on the idea of race, racism, and nationality differences in history. The specific emphasis is on racism in American history as it relates to the degradation and exploitation of Negroes, the eventual restriction of European immigration to America based on the racist assumption of a national origins quota system, nineteenth century scientific racialist thought, and a number of more contemporary notions. This is a very informative book, parts of which may be used separately.

Hareven, Tamara K. *Anonymous Americans: Explorations in Nineteenth-Century Social History.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

This collection contains a number of essays exploring nineteenth century American social history. Many of them are of the "new social" history genre, but only three essays are explicitly concerned with ethnic history: "Lay Initiative in the Religious Life of American Immigrants 1880-1950," "Free at Last," and "Slave Songs and Slave Consciousness: An Exploration of Neglected Sources." Other chapters pick up the ethnic theme to some extent. This collection can be used to study important insights into ethnic studies, from social mobility to mental health.

Herman, Judith. *The Schools and Group Identity.* New York: Institute on Pluralism and Group Identity, 1974.

This booklet is composed of two principal parts. The first is an article by Judith Herman, "Educating for a 'New Pluralism,'" in which she discusses the new interest in ethnicity and ethnic groups over the past few years and the effects it will have on our public schools. The second part, the work of Philip Rosen, also explores the impact of ethnic awareness on school curriculum, but in addition discusses what direction ethnic awareness should take in the curriculum.

Herskovits, Melville J. *Acculturation: The Study of Culture Contact.* Gloucester, Massachusetts: Peter Smith, 1958.

Herskovits, an anthropologist, analyzes the term acculturation, defines current problems of research in the area of cultural content, and outlines suggestions for further research. The burden of the book lies in the author's review of the anthropological research in the general area of acculturation, which has centered on non-American, "primitive" peoples. Interesting and important given what Herskovits wishes to do, the book has only marginal appeal for ethnic studies.

Higham, John. *Send These to Me: Jews and Other Immigrants In Urban America.* New York: Atheneum Publishers, 1975.

Higham concentrates on American Jews and anti-Semitism at various periods of time. Closely related topics are also included.

Higham, John. *Strangers in the Land: Patterns of American Nativism.* New York: Atheneum Publishers, 1975.

Higham identifies three nativist ideas which have arisen in the United States at various times since the mid-nineteenth century: anti-Catholicism; anti-foreign, political, and radical sentiment; and pro-Anglo-Saxonism. Under normal economic and social conditions these ideas, though held by many people, remain largely dormant and unexpressed. They become overt in times of economic dislocation. Such dislocations are expressed in the Know-Nothing Party, the American Protective Association, Chinese Exclusion Act, and National Origins Act, among others. Higham's is an important book for our understanding of how Americans have received immigrants over the course of our history.

Jacobs, Paul, and Saul Landau. *To Serve the Devil: Colonials and Sojourners—A Documentary Analysis of American Racial History and Why it Has Been Kept Hidden* (vol. 2). Los Angeles: Aisarema, Inc., 1971.

Each section is a collection of documents concerned with a particular ethnic group. The authors feel that most collections are too positive about America. This collection is dedicated to balancing this literary imbalance; it uncovers the "underside" of American history concerning race and racism. Although it does not present the whole story, it does offer a unique perspective from which to view American minority groups.

Jones, James M. *Prejudice and Racism.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Prejudice and Racism, designed as part of a series, *Topics in Social Psychology,* is a blend of American history, especially the history of race relations in America, and the social psychology of prejudice and racism. The author delves into the concepts concerning prejudice and the variety of expressions of racism.

Jones, Maldwyn A. *American Immigration.* Chicago: University of Chicago Press, 1960.

Part of the *Chicago History of American Civilization Series,* this book is a good, short introduction to the history of emigration to America. Jones briefly, though adequately, covers the important aspects of that history—patterns of distribution of newcomers and their adjustment, nativism, the so-called new immigration, the effect of industrial America on immigrants, and the movement for immigration restriction. The volume also contains a pertinent, brief chronology of important dates and a section of suggested readings.

Kelemen, Pál. *Medieval American Art: Masterpieces of the New World Before Columbus.* New York: Dover Publications, 1969.

The two volumes deal with the art of America before Columbus. Art, for the author, includes pottery, sculpture, architecture, weaving, metalwork, and lapidary. Only parts of the volumes touch on the art of the American southwest and Mexico; the bulk is devoted to the art of the Aztecs, Incas, and Mayas. Half of each volume is taken up in historical narrative and half consists of a number of black and white plates showing the art forms. This is only marginally relevant to ethnic studies.

King, Bert T., and Elliot McGinnus. *Attitudes, Conflict and Social Change.* New York: Academic Press, Inc., 1972.

Part III of the book, *Racial Attitudes and Social Change,* is the section most relevant to ethnic studies. This collection of essays is probably not appropriate as a starting point for ethnic studies, but is something which could be used in the latter portion of the study. Racial attitudes and behaviors are discussed, as well as voting behaviors of the southern states.

Kvaraceus, William C. *Poverty, Education and Race Relations: Studies and Proposals.* Boston, Massachusetts: Allyn and Bacon, Inc., 1968.

This book, a composite of the efforts of a number of scholars in education and other disciplines, addresses itself to the problem of poverty and its impact on school children, especially the school dropout. What is argued for, in essence, is a series of school programs which might be summarized as pluralistic: to take differences in cultural and social values of children into account and to bring school programs closer into line with the multitude of student needs.

Lieberman, Jethro K. *Are Americans Extinct?* New York: Walker Publishing Company, 1968.

Lieberman deals primarily with the history and theory of immigration policy from the exclusion of Orientals in 1882 to the National Origins Act of 1924 through review and reform in the 1950s and 60s. This is mainly an immigration history, although it contains some interesting insights into the irony of some ethnic groups' positions on immigration restriction.

Lieberson, Stanley. *Ethnic Patterns in American Cities.* New York: Free Press, Div. of Macmillan Company, 1962.

Lieberson studies approximately ten ethnic groups in ten different United States cities. Attention is shifted away from what the author calls the anecdotal or *ad hoc* interpretations that usually have emerged from a case study approach, toward the general process of what the author calls ethnic assimilation irrespective of the urban environment within which those processes take place. The author looks at several levels of the assimilation process and at the social, psychological, and cultural attributes of immigrant groups in an "alien" society.

Litt, Edgar. *Ethnic Politics in America: Beyond Pluralism.* Glenview, Illinois: Scott, Foresman and Company, 1970.

Three major themes are discussed this volume: the "old" versus the "new" in ethnic politics; the public policy implications of ethnic politics; and the problems of conflict resolution through politics. This constitutes an important dimension in the study of contemporary politics.

Lubell, Samuel. *The Future of American Politics.* New York: Harper and Row, Publishers, Inc., 1951.

This is a very perceptive analysis of the national political awakening of urban ethnic groups from 1932 to 1948. Of the several important political trends with which Lubell deals, three pertain specifically to ethnic heritage: the simultaneous coming of age of the variety of urban minorities which have transformed urban machine politics; the use of a new conservative middle class whose political attitudes are rooted in the memories of discrimination, poverty, and the Great Depression; and the migration of Blacks into cities and the resultant conflicts.

Lubell, Samuel. *Hidden Crisis in American Politics.* New York: W.W. Norton and Company, Inc., 1971.

The hidden crisis in American politics, according to Lubell, is that we do not seem to be able to reconcile the many conflicts which surround us. Not all of what Lubell writes here is directly applicable to ethnic studies, but included are some important dimensions of American politics in general: political battles have taken as their arena social institutions; and public knowledge and tension under the new political style make the conduct of foreign and domestic affairs a very difficult problem. The book does contain some very interesting information about ethnic group politics and competition, among many other important issues.

McDonagh, Edward C., and Eugene C. Richards. *Ethnic Relations in the United States.* New York: Appleton-Century Crofts, 1953.

Ethnic Relations in the United States was an early attempt to view ethnic and racial minorities' experiences from a common frame of reference, and thus bring those experiences into comparative perspective. The four perspectives of this frame of reference are social, educational, legal, and economic. The book also incorporates a number of readings which reflect major problems of ethnic groups; these include Black, Jewish, Mexican, Native, Japanese, Chinese, and European Americans. The chief drawback of the book is that it has been outdated since 1953.

Meister, Richard J. *Race and Ethnicity in Modern America.* Lexington, Massachusetts: D.C. Heath and Company, 1974.

Meister's volume is divided into five parts covering early historical views of the melting pot, challenges to the notion of the melting pot, post-World War II ideas of assimilation, cultural pluralism, and the ideas of ethnic persistence which re-emerged in the 1960s. Although the volume offers little new, it does give insight into important ethnic issues.

Montagu, Ashley. *The One Nation Library: What We Know About Race.* New York: Anti-Defamation League of B'nai B'rith, 1972.

Montagu argues, early in this pamphlet, for the use of the term ethnic group rather than race. The purpose of word changing is to open minds to new ideas and reexamine old ones, to raise questions rather than to assume that all the answers are known. Through an inquiry approach, Montagu offers an introduction of peoples' differences, facts not well known about diversity within groups, the

diverging historical experiences, and a number of other important ethnic heritage concepts.

Nash, Gary, and Richard Weiss. *The Great Fear: Race in the Mind of America.* New York: Holt, Rinehart and Winston, Inc., 1970.

This collection of essays was undertaken in order to provide provisional answers to questions involving white racial attitudes and to explore the many ways that these have been expressed in America from colonial times to the third quarter of the twentieth century. They deal not only with white and Black racial attitudes, but also with attitudes toward immigrants from Asia and Europe, and Native and Mexican Americans. As with any collection some essays are better than others, but on the whole, this is a good collection for studying racial sentiment.

Neidle, Cecyle S. *The New Americans.* Boston, Massachusetts: Twayne Publishers, Inc., 1967.

Divided into five chronological parts—1607 to the present—this book is primarily a collection of biographical essays which merges United States and world history with perspecitves from immigrants. This offers a unique slant to the study of immigration and United States history.

Newman, Edwin S. *The Hate Reader.* Dobbs Ferry, New York: Oceana Publications, Inc., 1964.

The Hate Reader, a collection of essays, was conceived in 1964 because of the confluence of such factors as international cold war tensions and a domestic social revolution in the United States; these factors have created an environment in which prejudice, hate, and scapegoating were potential "solutions" to the problems facing the United States. But this collection should not be seen as time bound, for the substance of the book has relevance for any similar time of social stress. Newman's collection is concerned with those groups who, in a time of stress, wish to resist inevitable change by clinging to whatever they see as personally necessary to continue existence.

Noar, Gertude. *Sensitizing Teachers to Ethnic Groups.* New York: Anti-Defamation League of B'nai B'rith.

Noar, in this booklet, argues that material and curricular innovation is good, but that without teachers who are sensitive to the issues and problems of ethnic students, the goal of contemporary education is lost. Noar outlines some of those things teachers must be aware of when dealing with Black, Native, Mexican, Asian, and Jewish Americans. This beginning is inadequate, but it is a beginning.

Novak, Michael. *The Rise of the Unmeltable Ethnics.* New York: Macmillan Publishing Company, Inc., 1971.

A personal statement by a very "ethnic conscious" ethnic, this book is must reading for anyone who is concerned about the study of ethnicity (and the rise of the new, white ethnicity) in America today. Despite the criticism of the American social system, there is much to be learned from this book for all ethnics and even the "power elite."

Novotny, Ann. *Strangers at the Door.* New York: Bantam Books, Inc., 1971.

This book presents the very dramatic, human story of the 20 million immigrants who came to America between 1855 and 1934. The moving, illustrated text describes the stories of the men, women, and children who survived terrifying

voyages and had humiliating "processing" experiences at Ellis Island and Castle Garden.

Oliver, Donald W., and James P. Shaver. *Teaching Public Issues in the High School.* Boston, Massachusetts: Houghton Mifflin Company, 1966.

This is an important statement about the philosophy of social studies education and its corollary, how one teaches what ought to be taught. This book comes as a product of a general ferment in the social studies in the 1960s, where the place of traditional history courses in public curricula was being challenged by the "new social studies" movement. It offers a general perspective of teaching which is relevant to the teaching of ethnic heritage.

Pierce, Joe E. *A Theory of Language, Culture, and Human Behavior.* Portland, Oregon: Hapi Press, 1972.

This book describes cultural differences in terms of language difficulties, interpretation of words and phrases, and the inability of many cultures to use or understand each other's vowel sounds. It looks at religion, perception of self, family, and group relations as cultural differences with varying origins. There are sophisticated data on language derivation and usage. This serves as a good reference for teachers desiring background in understanding the interrelationships among language cultures and human behavior.

Preston, William. *Aliens and Dissenters: Federal Suppression of Radicals 1903-1933.* New York: Harper and Row, Publishers, Inc., 1963.

This is a somewhat narrowly conceived study, the focus of which is on the suppression of dissent in America. Immigrant and politically radical groups are looked at as being the brunt of the suppression of American nativist ideas and feelings. Rapid changes such as occurred in the first two decades of the twentieth century produced the search for scapegoats, found especially in immigrants.

Riis, Jacob. *How the Other Half Lives.* New York: Hill and Wang, Inc., Div. of Farrar, Straus, and Giroux, Inc., 1890.

A classic historical document, this book, written and originally published in 1890, describes the conditions and problems the new immigrants faced in the slums and tenements of New York City. Riis deals with the Italians, Jews, and Chinese, among other groups, and vividly describes the experiences of urban immigrant life.

Rose, Arnold, and Caroline Rose. *Minority Problems: Readings.* New York: Harper and Row, Publishers, Inc., 1965.

This is a collection of readings of differing viewpoints on minority problems. The perspectives which emerge include diverse, single group approaches; comparisons to non-American parts of the world; focus on social tensions and discrimination in America; parameters and elements of group identification and the behavioral results of this identification; and the general area of race and causes of prejudice. There are 46 readings in all on a myriad of topics and concepts.

Rose, Peter Isaac. *They and We: Racial and Ethnic Relations in the United States.* New York: Random House, Inc., 1974.

They and We is a very well done, very readable introduction to racial and ethnic studies. It raises questions about the American identity and future directions. It deals with such notions as prejudice and discrimination, immigration, mobility and the relative economic success of ethnic groups, Black consciousness, and a number of related topics.

Royko, Mike. *Boss.* New York: New American Library, Inc., 1971.

Written by journalist Mike Royko of the *Chicago Tribune,* this book is a contemporary account of boss and ethnic politics and how that system works. Fluid and easy reading, *Boss* could be easily incorporated into a unit on contemporary ethnic studies.

Schermerhorn, Richard. *Comparative Ethnic Relations.* New York: Random House, Inc., 1970.

Geared to researchers and sociologists, this book assesses the present status and future avenues of research in ethnic group relations.

Simpson, George Eaton, and Milton Yinger. *Racial and Cultural Minorities: An Analysis of Prejudice and Discrimination.* New York: Harper and Row, Publishers, Inc., 1953.

This is a college-level text on racial and cultural minorities. It contains excellent case studies and examines important ethnic heritage concepts.

Smith, Elsdon C. *American Surnames.* Radnor, Pennsylvania: Chilton Book Company, 1969.

Smith provides the reader with just about whatever he would like to know about surnames, but about which he never thought to ask. Smith classifies the origins of names according to such derivations as place, occupation, and actions. This book is fairly comprehensive and might be of some use in certain kinds of activities in the classroom.

Steele, C. Hay, and Norman Yetman. *Majority and Minority: The Dynamics of Racial and Ethnic Relations.* Boston, Massachusetts: Allyn and Bacon, Inc., 1971.

This book contains 39 essays on diverse aspects of racial and ethnic relations. Organized in six parts, this book covers topics from adjustment problems of minority groups to the Black revolution. It pulls together important essays not otherwise readily available to teachers.

Steinfeld, Melvin. *Cracks in the Melting Pot: Racism and Discrimination in American History.* Beverly Hills, California: Glencoe Press, 1973.

This text is an attempt to provide insight into racism and discrimination in the United States. Each chapter begins with a brief introduction. The author's intent is to provide a broader focus for many groups—Native Americans, Chicanos, Chinese, Japanese, and other ethnic minorities. The book provides good background reading with a balance of historical-contemporary views on ethnic discrimination. Primary and secondary readings and suggestions for further study are included.

Stent, Madelon D., William R. Hazard, and Harry N. Rivlin. *Cultural Pluralism in Education: A Mandate for Change.* New York: Appleton-Century Crofts, Inc., 1973.

Composed of 16 essays, the primary aim of this book is to take a fresh look at the notion of cultural pluralism, to regard the great diversity of peoples in American society as an asset, and to recognize this salient fact as the first step in modifying and humanizing education. Out of the 16 essays emerges a number of ideas and perspectives: the euphemism of the melting pot, the deficiencies of the early ethnic studies programs, and the problem of teacher deficiencies in teaching culturally different children.

Stroud, Drew McCord. *The Majority Minority.* Minneapolis, Minnesota: Winston Press, Inc., 1973.

This is a collection of short essays, reprints, photographs, and excerpts about majorities and minorities in the United States. Topics include WASP's, racial minorities, ethnic groups, religious groups, and uses of power in each. This could be used as a supplementary text for a history course.

Taylor, Francine. *Race, School and Community: A Study of Research and Literature.* New York: Humanities Press, Inc., 1974.

Taylor's book relates the problems of the education of immigrants to England from the Commonwealth nations. Though this book does not deal with ethnicity in America, it could make an interesting comparative analysis.

TeSelle, Sallie. *The Rediscovery of Ethnicity: Its Implications for Culture and Politics in America.* New York: Harper and Row, Publishers, Inc., 1973.

In this compact volume, the authors raise a number of contemporary issues and perspectives. The volume deals with the general problem of the "new ethnicity"; the different perspectives on the notion and nature of ethnicity—sociological, blue collar, and radical political; and a description of what it is to be a Gypsy, Italian, Appalachian, and Japanese.

Thernstrom, Stephan, and Richard Sennett. *Nineteenth Century Cities: Essays in the New Urban History.* New Haven, Connecticut: Yale University Press, 1969.

This collection grew out of the 1968 Yale Conference on nineteenth century cities and had as its prime motivating force an interest in linking sociological theory with historical data and questions. The result is a study of class, mobility, and residence patterns in nineteenth century cities, urban elites, and political control. The studies raise as many questions as they answer which is characteristic of new approaches, but what emerges is a new perspective on the history of the nineteenth century. Evident in many studies is an examination of differential mobilities and opportunity structures among ethnic and WASP groups.

Timm, D.W.G. *The Urban Mosaic: Towards a Theory of Residential Differentiation.* New York: Cambridge University Press, 1971.

This book is part of the *Cambridge Geographical Studies* and can be a useful book in incorporating an ethnic slant to geography or a geographical slant to ethnic studies. Timm sees the city as a mosaic of social worlds and differences, which can be viewed in terms of ethnicity, life-style preferences, and social rank or status. These characteristics are often expressed in spatial location in urban areas.

Walsh, John E. *Intercultural Education in the Community of Man.* Honolulu, Hawaii: University Press of Hawaii, 1973.

Though not well suited for a course on American ethnicity, this book presents a global perspective of world education which could be applicable to more human communications and problems of diverse people and cultures.

Ward, David. *Cities and Immigrants: A Geography of Change in Nineteenth Century America.* New York: Oxford University Press, Inc., 1972.

Based on historical geography, this book shows how urban areas changed in the nineteenth century under the impact of massive immigration on cities. This volume lends itself to the incorporation of ethnic studies into geography units or to a geographical perspective to ethnic studies.

Weed, Perry L. *The White Ethnic Movement and Ethnic Politics.* New York: Praeger Publishers, Inc., 1973.

This book contains many ideas for daily lessons on contemporary ethnic studies and ethnic dimensions of politics during the 1960s and 70s.

Wenk, Michael. *Pieces of a Dream: The Ethnic Worker's Crisis with America.* Staten Island, New York: Center for Migration Studies, 1972.

This collection contains 15 essays written toward the objective of assessing the state of ethnicity in modern America. The state of ethnicity involves explaining the new trends in ethnic consciousness and feelings, the impact of government and federal policies on ethnics, neighborhood destruction through urban renewal, and future directions of public policy and sentiment. It is a superior collection for opening up a number of these issues for thought and discussion. Though the conclusion of the various contributors may be questioned in some cases, few would deny the importance of the issues.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

Williams, Robin M. *Strangers Next Door: Ethnic Relations in American Communities.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

This book is one of a number of publications which came out of the eight-year Cornell Studies in Intergroup Relations program. It interprets the findings of the study done on 20 United States cities on the nature of ethnocentrism, prejudice, patterns of segregation, discrimination, and conflict. Though the book may or may not be the best place to begin the study of ethnic heritage in the United States, it contains a vast amount of information drawn from contemporary times.

Wingo, Lowdon. *The Governance of Metropolitan Regions (*from *Minority Perspectives Series).* Baltimore, Maryland: Johns Hopkins Press, 1972.

This short volume contains three essays: D.R. Marshall on the views of urban minority groups toward metropolitan governmental reform; B.J. Frieden on Blacks in suburbia; and D.W. Fessler on the strategy of minorities using the courts and law suits to compel change in their urban condition. The three are well done, but somewhat narrowly conceived, essays. They are introduced in a short essay by Wingo, the series editor, which provides a brief overview of urban minorities and the problems they face. This volume should be particularly valuable for the teacher who is concerned with contemporary issues or government courses, and who wishes to incorporate minority studies into those curricula.

Yinger, J. Milton. *A Minority Group in American Society.* New York: McGraw-Hill Book Company, 1965.

Though the study centers its attention on the problems associated with the "Black revolt" in America and its reverberations, Yinger goes a step further and analyzes majority group-minority group relations on a global scale. The book is quite short, but very suggestive and thought provoking and can be used as an introduction to the study of group relations.

FILMS

Avanti Films. *Black and White: Uptight.* Santa Monica, California: BFA Educational Media.

Robert Culp narrates this well-done film which may open some eyes to the very subtle ways that prejudice, hate, and discrimination are conveyed and learned. The principal theme centers on individuals relating to one another as individuals, without which equality means nothing.

Brotherhood of Man. New York: Anti-Defamation League of B'nai B'rith.

The alter egos of cartoon characters cause a fight between men who profess brotherhood. There follows a discussion of race, physical differences and similarities, as well as cultural experiences. As the characters gain understanding that the similarities are greater than the differences, the alter egos fall away . All of the characters become friendly and work together for a better future for all. There is no Teacher's Guide.

Ellis Island. Hollywood, California: Film Exchange.

This is a well-done film about the first stage of immigrants' contact with America. It does a thorough job of portraying that experience, especially through the use of numerous contemporary still pictures.

Far West Laboratory. *Confrontation: A Human Relations Training Unit Simulation Game for Teachers and Administrators in a Multi-Ethnic Elementary and High School.* New York: Anti-Defamation League of B'nai B'rith.

This film unit contains five films which are designed to be presented as a week long workshop to help teachers deal with and prevent racial problems and to improve human relations in the school between different ethnic groups. The films deal with parent and teacher interaction; the careless use of language; the difficulties of school rules and how they are applied; and a presentation of personal feelings of students based on their attitudes and racial background. Each film contains a model discussion group. Though the tone of the film is somewhat dated, it can still be a useful tool to aid teachers in dealing with multiethnic problems in the school. A coordinators manual and discussion guide accompany the films.

If There Weren't Any Blacks, You'd Have To Invent Them. St. Louis, Missouri: Mass Media.

Recommended for older high school students and adults, this film should be previewed by the teacher regarding applicability for the students. The film is a morality play with characters each owning a "Black." In the film, Black refers to an idea of the mind, rather than to the color of skin or as a reference to inferiority. Examples are an army captain and his soldier, a doctor and his fight against disease, the vicar who thrives on sin, the undertaker who thrives on death, and the judge who survives on crime. The play would best be viewed in two showings. Film rental includes a study guide and a script.

Immigrants in Chains. Hollywood, California: Film Exchange.

This film deals with the Dutch and the English slave trade, the problem of free Blacks in the seventeenth and eighteenth centuries, and southern slavery and the Civil War. It ends with a somewhat inaccurate picture of the Emancipation Proclamation. The film would be useful for teaching ethnic studies; however, there are other films which more accurately cover the same material.

Immigrants in the Cities. Hollywood, California: Film Exchange.

This film captures much of the essence of the urban experience of immigrants and is generally quite well done. However, the importance of education is overdrawn; what may have been true of some groups was not of others, and this is not developed. As differentiated from the other films of this series, this draws upon new material.

Immigration. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This is a very comprehensive film on the general topic of immigration which treats the immigration experience sensitively and accurately. A Teacher's Guide provides study questions. This film would be very useful for teaching about ethnic groups and immigration.

Immigration in the 19th Century. Hollywood, California: Film Exchange.

Parts of this film are directly from the 1967 David Wolper production, *A Nation of Immigrants.* Newer sections include the Irish, German, and Scandinavian immigrations up to the 1870s, and the "new" immigration from eastern and southern Europe. The film is well done and very appropriate for ethnic studies.

Immigration in the 20th Century. Hollywood, California: Film Exchange.

This film is part of the original *A Nation of Immigrants* by David Wolper dealing with immigration and immigrants in the twentieth century. The changing American environment from rural to urban industrial society and the changing attitudes toward the immigrants are examined. The film is an excellent presentation for ethnic studies.

Mann, Arthur. *Minorities: Patterns of Change.* Chicago: Coronet Films.

This film might be used on the question of the immigrant analogy. It seeks to answer questions concerning the patterns of minority acceptance in the general host society, economic success and the foreseeable future of ethnic groups, and existing problems.

Mann, Arthur. *Minorities: What's a Minority.* Chicago: Coronet Films.

This film is an adequate introduction to the concept of minorities and introduces three types of minority groups—religious, racial, and ethnic.

No Hiding Place. Bloomington, Indiana: NET/Indiana University Audio Visual Center, 1968.

A National Education Television Journal production filmed in 1968 about a Black family moving into a white neighborhood and the panic of some residents to sell and move. Portrayed well are the many groups interviewed—old, young, rich, poor— on their feelings about color and cultural differences. Mt. Vernon, New York is illustrated as the example of racial consciousness and community tension. The film traces Mt. Vernon's attempts at solving the community problems which go beyond color into basic social problems and ethnic relations.

One People. New York: Anti-Defamation League of B'nai B'rith.

If students had already studied American minorities this might be a good supplementary film. Over thirty ethnic groups, primarily European, are shown in native dress. The contributions of the same people are shown in America's industrial growth as depicted in cartoon animation. The narrative tends to be a bit

overdramatic, but it does emphasize the positive aspects of ethnicity in a culturally pluralistic society. Although the producers suggest that this film is appropriate for students K-12, it is somewhat dated. Because today's students are more sophisticated, it seems better suited to grades 3 through 7.

Our Immigrant Heritage. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This film explores reasons immigrants had for coming to America, their incorporation into all facets of American life, their influence on contemporary United States, and elements and roots of prejudice and stereotyping. The aim of the film is to present the idea that one heritage belongs to all Americans, and that it is this sentiment that builds the United States into a great nation.

Some Are More Equal Than Others. New York: Carousel Films, Inc., 1971.

The American system of justice and how it relates to the poor and to minorities of color are examined in the film. One problem is the film's length, which is over 40 minutes, which could preclude discussion on the day the film is shown.

A Time for Burning. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

Using Omaha, Nebraska, as a case in point, this film, shot as the events took place, illustrates the Black-white racial confrontation in the '60s. Students, citizens, church members, young and old, Black and white, pursue solutions to violence. Interracial visits were organized to increase dialogue between whites and Blacks; the church was the vehicle to promote this interchange. Although somewhat dated, this is a good historical review, providing insights into the social problems of civil rights and integration.

Venditti, Frederick. *Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers.* New York: Anti-Defamation League of B'nai B'rith.

This film is accompanied by a Program Director's Manual, a Guidebook for Leaders of Small Group Discussions, Participant's Workbook, and Participant's Handbook. It is designed to help teachers in racially mixed classrooms and school environments cope with the problems that may arise. This film could be used at the beginning of the school year for new teachers or for all teachers and administrators in a multiethnic community.

IRISH AMERICANS

CURRICULUM MATERIALS

Grades K-6

Johnson, James E. *The Irish in America* (from *In America Series*). Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format 2 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 1

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and, in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Grades 7-12

Appel, Selma, and John J. Appel. *The Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922.* New York: Anti-Defamation League of B'nai B'rith, 1974.

Format 3 Realism and Accuracy 3 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

As a result of extensive research, this text offers an excellent discussion and flexible definition of stereotyping—the origins of stereotyping, the motives of the people who use them, and the effects stereotyping has on those stereotyped.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Hershenson, Roberta, and Paul C. Huang. *Immigration: The Dream and the Reality.* Tarrytown, New York: Schloat Productions, Inc., 1971.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

These materials on Irish, Italian, German, and Japanese Americans are presented from many points of view. Written to give the student the feeling for the whole immigration movement and its effects, the material sometimes overgeneralizes in its immigration analogies. Although written for a general audience, the materials are adaptable for specific groups.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. The materials are traditional in that they dwell on heroes or well-known citizens from specific ethnic groups, use an historical approach, and insert statements on ethnic patriotism to America.

Wittke, Carl. *Irish in America (*from *Teaching History With Community Resources: Localized History Series).* New York: Teachers College Press, 1967.

Format **2** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

This book is part of the series, *Teaching History With Community Resources: Localized History Series.* The series presents a "localized" approach to teaching ethnic studies at the secondary level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. *The Irish in America* emphasizes the pluralistic aspect of Irish-American life and stresses the interrelationships between Irish Americans and other ethnic groups.

STUDENT RESOURCES

Grades K-6

McDonnell, Virginia B. *The Irish Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1968.

The potato famine, emigration, and the shock of arrival in New York City provide the setting for this description of the Irish experience in America. Religion, schooling, labor, politics, and military and civil service are among the topics discussed. The final chapter describes famous Irish Americans. This is a well-illustrated lively book vividly accounting the Irish-American experience.

Grades 7-12

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Griffin, William. *Irish in America 550-1972 (*from *Ethnic Chronology Series).* New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Irish in America from 550-1972. Organized into three parts, it contains an annotated chronology of events covering such topics as the Irish before and after the potato famine, the great migration, and the Irish assimilation into American culture; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources. This is a useful and comprehensive introduction to the study of the Irish American.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The

appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

O'Connor, Edwin. *The Edge of Sadness.* Boston, Massachusetts: Little, Brown and Company, 1961.

O'Connor in this novel presents the day-to-day life of Irish-American culture through the eyes of a priest. Several generations are described with thoroughness and empathy. This is a long novel, but it would be useful for some mature readers.

O'Connor, Edwin. *The Last Hurrah.* New York: Bantam Books, Inc., 1956.

This is a well-written novel about a Boston Irishman in American politics. Skeffington, the main character, started from the bottom in politics and worked his way up to Governor. About a single Irishman wheeling and dealing in politics, the book does not offer a definitive discussion of the whole ethnic group.

Stroud, Drew McCord. *Viewpoints: The Majority Minority.* Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

Webb, Robert N. *America is Also Irish.* East Rutherford, New Jersey: G.P. Putnam's Sons, 1973.

This is a history of the Irish from the time they migrated to America to the present. It contains background information on the conditions in Ireland and discusses the life styles of the Irish in America. Although it covers a large span of Irish-American history, the book is hero dominated and would be more worthwhile used with other materials.

Whalen, William J. *The Irish in America.* Chicago: Claretian Publications, 1974.

This brief pamphlet discusses the heritage of the Irish, the first Irish in America, the experiences of the Irish Americans in the Civil War, and their roles and contributions in politics, literature, the theater, and the cinema.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1962.

Parts VII through X are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Clark, Dennis. *The Irish of Philadelphia: Ten Generations of Urban Experience.* Philadelphia, Pennsylvania: Temple University Press, 1973.

Clark traces the 300 year history of Irishmen living in Philadelphia and contrasts this history with the Irish experience in other major American cities in the nineteenth century and with the Irish on their native island. In doing this, he offers the reader important insights into the ethnic experience in urban America.

Duff, John B. *The Irish in the United States (*from *Minorities in American Life Series).* Belmont, California: Wadsworth Publishing Company, Inc., 1971.

In this brief but comprehensive history of the Irish in America, Duff provides a view of the major events and problems that ethnic groups experienced in America.

Fuchs, Lawrence. *American Ethnic Politics.* New York: Harper and Row, Publishers, Inc., 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they effect such things as foreign policy, Bossism, and machine politics.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot.* Cambridge, Massachusetts: M.I.T. Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic study reading list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Greeley, Andrew M. *That Most Distressful Nation: The Taming of the American Irish.* New York: Quadrangle/The New York Times Book Company, 1972.

This volume is an attempt to delve into the history of the Irish in America. A group about which little is known, the Irish are studied here sociologically as a portion of the lower middle class in America.

Griffin, William. *Irish in America 550-1972 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Irish in America from 550-1972. Organized into three parts, it contains an annotated chronology of events covering such topics as the Irish before and after the potato famine, the great migration, and the Irish assimilation into American culture; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources. This is a useful and comprehensive introduction to the study of the Irish American.

Handlin, Oscar. *Boston's Immigrants 1790-1880.* New York: Atheneum Publishers, 1970.

Boston's Immigrants, one of the classic studies of American immigration, covers the immigration experience of the Irish, especially those affected by the great potato famine in the early 1840s. Handlin looks in great detail at the physical, economic, and social adjustments of the Irish in coping with poverty, congestion, religious conflict, and ethnic hostility. It is a good model for studying immigration history, nativism, and ethnic history.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Levine, Edward M. *The Irish and Irish Politicians.* Notre Dame, Indiana: University of Notre Dame Press, 1966.

Levine explores the nature of the Irish role in urban politics and Irish identity in social status, cultural values, Catholicism, alienation, and conservatism.

MacGuire, John Francis. *Irish in America.* New York: Arno Press, Inc., Div. of The New York Times Book Company, 1969.

Although brief and not terribly comprehensive, this book gives a glimpse of experiences of the Irish immigrants entering the United States.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black and Puerto Rican.* New York: New York University Press, 1972.

This collection of writings by ethnic authors presents the Irish, Italian, Jewish, Black, and Puerto Rican views which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

Niehaus, Earl F. *The Irish in New Orleans 1800-1860.* Baton Rouge, Louisiana: Louisiana State University Press, 1965.

Niehaus gives the reader an interesting comparison of regional and urban variations of the experiences of ethnic groups by tracing the history of the Irish in New Orleans. Discussed are the pre- and post-famine migrations, the church and other institutions, politics, and the emerging consciousness of the Irish as a nationality group in America.

O'Grady, Joseph P. *How the Irish Became Americans.* New York: Twayne Publishers, Inc., 1973.

This is intended to be a summary of the Irish experience in America by illustrating the relationship between events in Ireland and Irish Americans. O'Grady does outline important events, but neglects to delve into their impact and basic reasons for their import.

Shannon, Vincent J. *The American Irish.* New York: Macmillan Publishing Company, Inc., 1966.

This is a fairly exhaustive study of the Irish in America from about the 1840s to the election of John F. Kennedy. Although Shannon places great emphasis on Irish heroes—Cardinal Gibbons, Al Smith, Jim Curly, John F. Kennedy, to name a few—he does use his heroes to illustrate other significant points. The bulk of the book is concerned with national developments of the twentieth century relating to the Irish American.

Solomon, Barbara Miller. *Ancestors and Immigrants.* Chicago: University of Chicago Press, 1956.

This volume is a case study of the impact of immigration on Boston and its leaders. It shows the process of change in Boston as the Irish immigrant group gained political power, finally dominating the urban political machine which was seen as a threat to the old New England aristocracy. Looked at are the social and political attitudes and policies toward the Irish which are evident even in following generations.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

FILMS

Kamerman, J.B. *Irish Americans (*from *Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

This filmloop from the *Ethnic Groups Series,* reveals one day in the lives of one Irish family in New York City on St. Patrick's Day. Because of the filmloop's duration (3 minutes, 40 seconds,, visual images are the only means of conveying information. Questions on the historical characteristics, the elements of uniqueness of the group, and the assimilation process are asked at the end of each cassette. The viewer would have to be informed in advance about what to look for in the filmloop to be able to answer these questions.

ITALIAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Although the text is somewhat traditional, the accompanying media kit is far superior to similar materials on the market. The Teacher's Guide would be useful in developing creative teaching strategies. The ethnic groups here are treated separately, but the predominant focus is on the contributions of each group and the economic and political effects of their influence.

Grossman, Ronald. *The Italians in America (*from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and, in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Grades 7-12

Castiglione, Lawrence. *Italians in America: The Untold Story* and *Italians in America: Children of Columbus.* New York: Anti-Defamation League of B'nai B'rith, 1975.

Format **4** Realism and Accuracy **5** Intercultural Understanding **3** Educational Quality **2** Overall Recommendation **1**

Although the photography is excellent, the chronicles of Italian heroes and their contributions to American life are somewhat tedious. This would be useful only under specific conditions or where the films were supplemented with other materials.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **0** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **2**

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Hershenson, Roberta, and Paul C. Huang. *Immigration: The Dream and the Reality.* Tarrytown, New York: Schloat Productions, Inc., 1971.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 4

These materials on Irish, Italian, German, and Japanese Americans are presented from many points of view. Written to give the student the feeling for the whole immigration movement and its effects, the material sometimes overgeneralizes in its immigration analogies. Although written for a general audience, the materials are adaptable for specific groups.

Manoni, Mary H. *Italian Doesn't Mean Mafia: The Italian American* (from *Accent on Ethnic America Series).* Stanford, California: Multi-Media Productions, Inc., 1972.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

Since not many ethnic heritage curriculum materials for upper elementary and junior high school levels are available on diverse ethnic groups, the *Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies six different filmstrips in the series. Most of the material is narrated by one, standard English-speaking make voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American.* The visuals are not striking and the research is not particularly comprehensive.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. The text is traditional, in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

STUDENT RESOURCES

Grades K-6

LaGumina, Salvatore. *An Album of the Italian American.* New York: Franklin Watts, Inc., 1972.

This brief history of the Italian American stresses heroes and contributions of the group to American society. The last chapter briefly defines and discussos the identification crisis of modern day Italian Americans. Photographs are copious and of excellent quality.

Grades 7-12

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white Protestant Americans are incorporated into the text.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

LoGatto, Anthony. *Italians in America 1492-1972 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Italians in America from 1492-1972. Organized into four parts, it includes an annotated chronology of events, concentrating heavily on Italian heroes; selected documents from laws, treaties, and judicial decisions; appendices on great Italian Americans; and a bibliography which is adequate but not overpowering. While it is a useful reference, it does present a rather fractured perspective of the Italian Americans and should not be used as the sole introduction to the topic.

Lombardo, Anthony. *The Italians in America.* Chicago: Claretian Publications, 1974.

Discussed in this short booklet are the experiences of Italian immigrants, their struggles overcoming prejudice, discrimination, and stereotypes, and their contributions to American culture. Although informative, the book tends to concentrate heavily on Italian hero figures and their roles and influences.

Moquin, Wayne. *A Documentary History of the Italian Americans.* New York: Praeger Publishers, Inc., Subs. of Encyclopaedia Britannica, Inc., 1974.

This book has already become a standard reference for students of immigration history or ethnic studies. The entire span of Italian presence in America is covered in considerable detail, from their patterns of settlement to their occupational roles. The sectional introductions and the headnotes to the specific documents are succinct and particularly well done. There is no shying away from the sensitive issues of organized crime or racism. Included are excerpts from books, short stories, and newspaper articles, which can be used appropriately as springboards for conceptual discussions or extracurricular acitivites.

Stroud, Drew McCord. *Viewpoints: The Majority Minority.* Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What

emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages, especially at personal levels.

TEACHER RESOURCES

Albini, Joseph. *The American Mafia: Genesis of a Legend.* New York: Irvington Publisher, 1971.

This book aims to discredit the myth that the American Mafia was and is a peculiarly Italian-American phenomenon, both in origin and in past and present membership. It shows that syndicated crime exists in America only because there is a demand for the services it provides. It also makes the point that those who have participated in syndicated crime have been representatives from many American groups as a result of the American social process.

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936.* Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

Casalena, Josephine. *A Portrait of the Italian-American Community in New York City.* New York: Congress of Italian American Organizations, 1975.

This is an essentially demographic study of the Italian population of New York City. The Congress of Italian American Organizations wanted to demonstrate that not all Italian Americans are affluent or exist on incomes above the poverty level. The organization was concerned with the number of New York's Italian Americans eligible for anti-poverty programs and with making eligible persons aware that such programs exist. The bulk of this booklet is concerned with baring the facts about the constant problems of some Italian Americans and, consequently, with correlating areas of high Italian concentration with poverty, poor health, and education.

Amfitheatrof, Erik. *Children of Columbus: An Informal History of the Italians in the New World.* Boston, Massachusetts: Little, Brown and Company, 1973.

This is an interesting history of Italian Americans from the earliest explorers to Joseph Colombo and "Italian power." It seeks to present a fuller picture of Italian Americans than has been written in the past. It makes the point that not all Italian Americans are fishmongers, flag-waving blue-collar workers, or Mafiosi, but exhibit a wide range of life styles, represent many economic classes, and should be viewed from this perspective.

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1962.

Parts VII through X are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Child, Irvin L. *Italian or American? The Second Generation in Conflict.* New York: Russell and Russell Publishers, Div. of Antheneum Publishers, 1970.

Child's work, published first in 1943, was a sequel to Phyllis H. Williams' *South Italian Folkways.* Child takes a psychological approach to the process of acculturation in order to answer some implicit questions about social pathology; that is, the high rate of delinquency and crime among second-generation immigrants. The

book is valuable for understanding American attitudes toward immigrants and the results of these sentiments.

Cordasco, Francesco, and Eugene Bucchioni. *The Italians: Social Backgrounds of an American Group.* Clifton, New Jersey: Augustus M. Kelley Publishers, 1974.

This collection of essays, written by contemporary "eyewitnesses," deals with the major aspects of the Italian immigration to America and the resulting problems these immigrants faced. Divided into five parts, this informative book explores the reasons for emigration, the rising Italian communities in the United States, adjustment of Italians to American life, the employment and educational opportunities afforded Italians, and their health and social needs.

Cordasco, Francesco, and Salvatore LaGumina. *Italians in the United States: A Bibliography.* New York: Oriole Editions, 1972.

For anyone wanting extensive references on the Italians in the United States, they should consult this bibliography which contains 1,462 entries in both English and Italian.

Covello, Leonard, and Guido D'Agostino. *The Heart is the Teacher.* New York: McGraw-Hill Book Company, 1958.

This is a contemporary autobiography of an Italian immigrant which traces his migration from Italy to New York City, his work and education, his World War II experiences, and his 45 years of teaching and administering Harlem schools. This is not simply autobiographical, although Covello's insights and stories about the acculturation process are quite good. It is also a document of social history, of ethnic people's problems in urban environments, and of the constant flux endured by immigrant groups in the city.

Covello, Leonard. *The Social Background of the Italo-American School Child.* Totowa, New Jersey: Rowman and Littlefield, Inc., Div. of Littlefield, Adams and Company, 1967.

Covello's book, a result of his doctoral research, is based on the theory that the community is the only organization which can deal with the problems of urban education. In examining the acculturation of the children of Italian immigrants, he looks at the culture of poverty, lower class life styles, family structure in the urban slum, and the identity of slum dwellers who succeeded the Italians. He describes what the schools did and did not do for these children and assesses the repercussions of these efforts or neglects.

Ets, Marie Hall. *Rosa: The Life of an Italian Immigrant.* Minneapolis, Minnesota: University of Minnesota Press, 1970.

This is a very insightful, autobiographical account of the immigration and acculturation of an Italian peasant girl. Very readable, the volume offers a personal description of the traveling experience, the transition into American culture, and the impact of the industrial-urban experience on this one Italian woman.

Falbo, Ernest S., and Richard Gambino. *Italian Americana.* Buffalo, New York: State University College at Buffalo, 1975.

This journal is a very useful source of information for those interested in Italian Americans. It contains essays, poetry, and book reviews. Not devoted to one discipline, it contains not only a history and sociology of Italian Americans, but memoirs, short stories, a look at minorities, and contemporary issues affecting Italian Americans.

Ferrari, Robert. *Days Pleasant and Unpleasant in the Order Sons of Italy in America.* Clifton, New Jersey: Augustus M. Kelley Publishers, 1974.

Ferrari, once an officer in the Order Sons of Italy, argues here against the activities of the Order. He believes that Italian organizations increased the groupness, or isolatedness of Italians in America, and concomitantly worked against the assimila-

tion of Italians into American life. His perspective serves as an excellent source for understanding how many immigrant groups viewed the problem of Americanization. Appendices contain letters written in Italian.

Foerster, Robert F. *The Italian Emigration of Our Time.* New York: Russell and Russell Publishers, Div. of Atheneum Publishers, 1969.

Originally published in 1919, Foerster's account of the Italian migration is still relevant in the field of immigration and ethnic history. It is an exhaustive study of Italians in their native country and in countries of adopted residence.

Gallo, Patrick J. *Ethnic Alienation: The Italian Americans.* Rutherford, New Jersey: Fairleigh Dickinson University Press, 1974.

An interesting, although somewhat specialized political analysis, the book tries to assess to what extent the American political system tends to neutralize or sharpen an ethnic group's sense of isolation or alienation from the dominant mores and institutions of society. To assess the role ethnicity plays in the political behavior of ethnic groups, Gallo uses interviews with first, second, and third generation Italian immigrants and with white Anglo-Saxon Protestants as a control group.

Gambino, Richard. *Blood of My Blood: The Dilemma of Italian-Americans.* New York: Doubleday and Company, Inc., 1975.

Gambino writes a sensitive, insider's account of what it is like to grow up as a second-generation Italian American. Throughout the book, he draws connections between his personal recollections and his extensive knowledge of Italian history, sociology, and literature. He compares his experience with the "saga" of Italian Americans, the result being a very insightful look at this important American ethnic group.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot.* Cambridge, Massachusetts: M.I.T. Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic studies reading list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Iorizzo, Luciano J., and Salvatore Mondello. *The Italian Americans.* New York: Twayne Publishers, Inc., 1971.

Not the standard resource on immigration, this book surveys the many kinds of Italians living in diverse circumstances in the United States. The author delves into a number of interesting historical questions, some of which have contemporary relevance, such as crime or politics in relation to Italian Americans. It is selective, but thorough, in its treatment of the Italian American experience.

LoGatto, Anthony. *Italians in America 1492-1972* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Italians in America from 1492-1972. Organized into four parts, it includes an annotated chronology of events, concentrating heavily on Italian heroes; selected documents from laws, treaties, and judicial decisions; appendices on great Italian Americans; and a bibliography which is adequate but not overpowering. While it is

a useful reference, it does present a rather fractured perspective of the Italian Americans and should not be used as the sole introduction to the topic.

Mangano, Antonio. *Sons of Italy: A Social and Religious Study of the Italians in America.* New York: Russell and Russell Publishers, Div. of Atheneum Publishers, 1972.

First published in 1917, this work is an interesting portrait of Italian immigrants in urban America. It is sensitive and judicious and expands one's knowledge about the Italian in both the old country and America. This is a very insightful, historical resource and offers an especially interesting section on the conflict of culture.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black and Puerto Rican.* New York: New York University Press, 1972.

This collection of writings by ethnic authors presents the Irish, Italian, Jewish, Black, and Puerto Rican views which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

Moquin, Wayne. *A Documentary History of the Italian Americans.* New York: Praeger Publishers, Inc., Subs. of Encyclopaedia Britannica, Inc., 1974.

This book has already become a standard reference for students of immigration history or ethnic studies. The entire span of Italian presence in America is covered in considerable detail, from their patterns of settlement to their occupational roles. The sectional introductions and the headnotes to the specific documents are succinct and particularly well done. There is no shying away from the sensitive issues of organized crime or racism. Included are excerpts from books, short stories, and newspaper articles, which can be appropriately used as springboards for conceptual discussions or extracurricular activities.

Musmanno, Michael A. *The Story of the Italians in America.* New York: Doubleday and Company, Inc., 1969.

This book is a mixture of personal reminiscences of an ex-justice of the Supreme Court and history, which deals largely with the theme of great Italians in America. It is ethnocentric to the extent that the author writes of many people and events as an explicit repudiation of the kinds of racial ideas held by such people as Henry Cabot Lodge and Madison Grant. Although there are worthwhile and informative parts in the book, it does not offer a complete or comprehensive history of Italians in America.

Nelli, Humbert S. *The Italians in Chicago 1880-1930.* New York: Oxford University Press, 1970.

The author deals with the process of acculturation in two ways, using Chicago as his example. First he sees the Italian immigrants joining other immigrant groups in central Chicago; he describes the problems of initial settlement, acceptance, and adjustment. He then traces the migration outward from central Chicago into other parts of the city. Mobility and the process of acculturation are constant themes. One of the most interesting aspects of the volume is Nelli's treatment of Italian criminality in Chicago as an alternative to upward mobility and success.

Panunzio, Constantine. *Soul of an Immigrant.* New York: Arno Press, Div. of the New York Times Book Company, 1969.

Soul of an Immigrant is the autobiography of a nineteen-year-old Italian sailor who emigrated to America. It relates his experiences upon arriving in the United States and his assimilation into American culture. Whether Panunzio's experience is typical is a moot point, because the story of his migration and acculturation has much to offer the student and teacher of ethnic heritage.

Pellegrini, Angelo M. *Americans By Choice.* New York: Macmillan Publishing Company, Inc., 1956.

Contained here are some very interesting biographical vignettes about the lives of seven Italian Americans: A Peasant Mother, King of the Winemakers, A Bootlegger, A Mother to Winegrowers, A Roving Parasite, A Ditch-digger, and the Narrator.

Pisani, Lawrence. *The Italian in America: A Social Study and History.* Jericho, New York: Exposition Press, 1957.

This book contains rather typical material on the Italian-American community as a whole. Specific topics include Italian contributions in music, art, and science, to name a few.

Rolle, Andrew F. *The American Italians: Their History and Culture (from Minorities in American Life Series).* Belmont, California: Wadsworth Publishing Company, Inc., 1972.

This book briefly summarizes the entire Italian immigration experience, from Columbus to contemporary times, concentrating somewhat heavily on the adjustment experiences of the immigrants. The chief shortcoming is that it chronicles to excess Italian heroes and celebrities and does not attempt to describe the more commonplace.

Rolle, Andrew F. *The Immigrant Upraised: Italian Adventurers and Colonists in an Expanding America.* Norman, Oklahoma: University of Oklahoma Press, 1968.

In a book devoted to the Italian immigrants who ventured beyond the eastern seaboard, Rolle attempts to offer a counterpoise to the "uprootedness" notion of the immigration experience. He describes the experiences of the Italian immigrants who did not suffer the horrors of the large city, who were rather quickly assimilated, and who could compete equally with the native-born in the rise to success, wealth, and power.

Sartorio, Enrico C. *Social and Religious Life of Italians in America.* Clifton, New Jersey: Augustus M. Kelley Publishers, 1974.

Sartorio, an Italian Protestant minister and first-generation immigrant, wrote this book in 1918 to provide information about Italians in America from the point of view of the Italians. Because most of the books on this subject are not written by Italian Americans, this informative book becomes a valuable resource written from this perspective.

Sexton, Patricia. *Spanish Harlem.* New York: Harper and Row, Publishers, Inc., 1965.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life, and survival. The book is also prescriptive, in that the author is concerned throughout with possible solutions to the problems of the slum. A short, well-done study, the book might well be most fruitfully read along with Oscar Lewis's *La Vida*, among others.

Suttles, Gerald D. *The Social Order of the Slum: Ethnicity and Territory in the Inner City.* Chicago: University of Chicago Press, 1968.

Suttles, a sociologist at the University of Chicago, lived in the slum neighborhood in Chicago's Near West Side for almost three years. During that time he became a "member" of the community and observed in detail the sociology of the neighborhood. The study produced is a very insightful blend of theory and experience, the result of which is a highly valuable book about the slum and its people.

Tomasi, Lydio F. *The Italians in America: The Progressive View 1891-1914.* Staten Island, New York: Center for Migration Studies, 1972.

This collection of historical documents compares the perceptions of the host society with those of the newcomers, in this case the Italian immigrants in the United States. Some very interesting topics appear such as the document by Gino C. Speranza on "How It Feels to Be a Problem." Although in essence not a

comprehensive resource for studying Italian ethnic heritage, this book does offer interesting material on historical perspectives toward Italian Americans.

Tomasi, Silvano M., and Madeline H. Engel. *The Italian Experience in the United States.* Staten Island, New York: Center for Migration Studies, 1970.

If one were to use only one resource for studying Italian immigration, this book would be one of the most thorough. It consists of fairly discrete essays covering a wide range of topics and ideas of particular importance in studying immigration and ethnic heritage. It could serve as a background material for teachers who are undertaking a relatively long unit in ethnic studies or who wish to specialize in white ethnic studies.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

Williams, Phyllis H. *South Italian Folkways in Europe and America.* New York: Russell and Russell Publishers, Div. of Atheneum Publishers, 1969.

Williams' book, published in 1938 for social workers who worked with southern Italians (the predominant proportion of Italian immigrants), provides useful background information on folkways—customs, culture, beliefs, etc.—of the southern Italian in urban America. It continues in 1975 to be an informative source on the culture of this important ethnic group.

WPA Federal Writer's Project. *The Italians of New York.* New York: Arno Press, Div. of The New York Times Book Company, 1969.

In this study, various facets of Italian life, culture, politics, and professions are discussed. It is esentially the story of the development of Italian Americans in New York City against the backdrop of poverty, misunderstanding, and open hostility in an alien environment. It would serve as a more than adequate overview of the process of assimilation and acculturation into American society.

FILMS

Kamerman, J.B. *Italian Americans (from Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

Each of the filmloops of the series presents glimpses into the everyday life of each group. This filmloop depicts one day in the life of an Italian family, a family which still lives in a distinctively Italian urban neighborhood. Focusing on a family get-together as an important and valued Italian tradition, the filmloop gives students a feel for the world of the Italian American and for the acculturation process in progress. It is recommended that the filmloops be used with other supplementary material, as the filmloops only portray one small aspect of life for each group. The filmloops are accompanied by a series of study questions.

JEWISH AMERICANS

CURRICULUM MATERIALS

Grades K-6

Anderson, Judith, and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Butwin, Frances. *The Jews in America (*from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

McVicar, Kenneth, and Patricia Hardy. *People in America (*from *TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **3** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis for ethnic study in an elementary class.

Grades 7-12

Appel, Selma, and John J. Appel. *The Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922.*

Format **3** Realism and Accuracy **3** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

As a result of extensive research, this text offers an excellent discussion and flexible definition of stereotyping, the origins of stereotyping, the motives of the people who use them, and the effects stereotyping has on those stereotyped.

Finkelstein, Milton. *Minorities, U.S.A.* Beverly Hills, California: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Kaunfer, Alvan, and Marcia Kaunfer. *Dilemma: Allocating the Funds of a Jewish Community.* New York: Behrman House, Inc., 1973.

Format NA Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 2 Overall Recommendation 1

A highly specialized simulation on the allocation of funds in a Jewish community, these materials could easily tend to reinforce stereotypes. They are too narrow in their presentation to be appropriate for ethnic studies.

Lampell, Millard. *Jews in America: The Ingathering* and *Jews in America: Inside the Golden Door.* New York: Anti-Defamation League of B'nai B'rith, 1973.

Format 5 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 3 Overall Recommendation 4

The *Jews in America* is traditional social studies material, recounting the history of Jewish experience in America. It could be used in an ethnic studies course to include information on Jews in America, but it is not particularly creative or stimulating.

Manoni, Mary H. *Shtetl to Suburb: The American Jew* (from *Accent on Ethnic America Series).* Stanford, California: Multi-Media Productions, Inc., 1972.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

Since not much ethnic heritage curriculum materials for upper elementary and junior high school levels are available on diverse ethnic groups, the *Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English-speaking male voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American*.

McCuen, Gary E. *The Racist Reader: Analyzing Primary Source Readings by American Race Supremacists.* Anoka, Minnesota: Greenhaven Press, 1974.

Format 6 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 6

The Racist Reader is a collection of various writings and analyses of these writings by Americans who have promoted race supremacy. While dealing with racism in general, the book focuses on anti-Semitism and anti-Black attitudes. The readings themselves are highly inflammatory; although the analyses and follow-up activities are designed to counteract their impact, there is a danger that students would be confused or swayed by their forcefulness. This book should only be used with very mature 11th or 12th graders.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. However, the text is traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

Schloat, Anson W., and Lola A. Schloat. *Religions of America Explained.* Tarrytown, New York: Schloat Productions, Inc., 1970.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

These materials are highly cognitive, with emphasis on providing information about particular religions. However, there is an underlying assumption that understanding of religious groups will lead to improved interrelationships. The subject matter is reasonably unique and should, therefore, be quite useful in many settings. The teaching strategies are very traditional.

Spivey, Robert A. *et al. Religious Issues in American Culture.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

Religious Issues in American Culture is a specialized curriculum for able senior high students. The materials reflect the concerns of pluralism from a religious standpoint.

The Story of America's People. Jamaica, New York: Eye Gate House, 1972.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 1

The materials in this series are traditional and repetitious. The treatment of Jewish Americans is chronological, stilted, and stereotyped. There is little emphasis on present situations.

STUDENT RESOURCES

Grades K-6

Bronstein, Charlotte. *Tales of the Jewish Holidays: As Told by the Light of the Moon.* New York: Behrman House, Inc., 1959.

Using simple stories, this illustrated book tells how the Jewish holidays began and why they are kept. The book is tastefully done and thoughtfully written.

Kripke, Dorothy K. *Let's Talk About the Jewish Holidays.* Jonathan David Publishers, Inc., 1970.

This book relates chapter-by-chapter each of the holidays in the Jewish calendar. The religious rites and prayers, various customs observed, the food eaten, and why the holiday itself is observed are described. The book is written for a Jewish audience; therefore, the teacher may need to seek help with things such as *pronunciation of the holidays.*

Rossel, Seymour. *When a Jew Prays.* New York: Behrman House, Inc., 1974.

The world of Jewish prayer, the prayer service, and prayer in the context of Jewish values are presented. How the Jews' love of God, love of Israel, and love of man are expressed in prayer throughout the generations are discussed. Designed for 4th- and 5th-graders, a Teacher's Guide is available for this colorfully illustrated book.

Grades 7-12

Bach, Marcus. *Had You Been Born In Another Faith.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

This is an attempt to make the reader identify and understand the feelings, beliefs, practices, and obligations of other faiths. The Hindu, Parsi, Buddhist, Confucianist, Shintoist, Jewish, Moslem, Roman Catholic, and Protestant faiths presented in capsule review form serve as a quick reference for students who want to have a simple understanding of religions other than their own.

Bellow, Saul. *Mr. Sammler's Planet.* New York: Viking Press, Inc., 1969.

As an intellectual Polish Jew and person of culture, Mr. Sammler finds it hard to enter and tolerate middle class American society. At the same time, he can stand aside and examine that society dispassionately. Although this book is very mature in its conceptual level, it is an exciting book and gives students a point of view they would miss in less difficult works.

Benjamin, Rabbi Robert M. *The Jewish in America.* Chicago: Claretian Publications, 1974.

After a brief discussion of the difficulties in defining Jew, this short booklet describes Jewish presence in America. Both the conceptual and reading level of this work are sophisticated. The content includes material on immigration, religion, and famous Jewish Americans. This is a good brief explanation of the topic.

Birmingham, Stephen. *Our Crowd.* New York: Dell Publishing Company, Inc., 1968.

This sympathetic history of the leading Jewish families in the United States provides a great deal of information on the difficult rise to economic viability encountered by the nineteenth century German Jewish immigrants. The book combines the history with the sociology of this American ethnic group.

Butwin, Frances. *The Jews of America: History and Sources.* New York: Behrman House, Inc., 1969.

Two-thirds of this book consists of historical narrative, which discusses the Jews in America from Colonial times through much of the twentieth century. The remaining one-third of the volume consists of a number of readings which are keyed to the text. There are numerous photographs, largely of Jewish-American personalities from the areas of sports, entertainment, art, and science.

David, Jay. *Growing Up Jewish.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1969.

This is a collection of stories about growing up Jewish. It spans from the Old World, to the New World, to the Promised Land. The stories are written by Jews and tell what it is like to be a Jew growing up in all facets of society and through history—the hardships and the joys, Jewish traditions and customs.

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Fast, Howard. *Haym Salomon: Son of Liberty.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1968.

This is a story of Haym Salomon who escaped from the British during the American Revolution and went to New York. Salomon wanted to play his part in making America a great country. He built up a fortune and helped to rescue America from financial straits. This is a story about a little-known Jew of the American Revolution. The book does not contain a great deal of Jewish background, but does tell a story about an American Jew.

Fast, Howard. *The Jews: Story of a People.* New York: Dial Press, Inc., 1968.

This is a fairly thorough history of 4,000 years of the Jewish experience, providing a good introductory overview.

Gersh, Harry. *These Are My People.* New York: Behrman House, Inc., 1959.

A collection of 47 biographies of Jewish sages, martyrs, and men of action, this book aids in understanding the Jewish culture. The theme throughout is how and why these persons maintained their Jewishness.

Gold, Michael. *Jews Without Money.* New York: Avon Books, 1968.

This is a classic novel of social protest written in 1930 by a radical Jewish intellectual. It vividly describes poverty and the effect of the Great Depression on lower East Side New York Jews.

Goldhurst, Richard. *America is Also Jewish.* East Rutherford, New Jersey: G. P. Putnam's Sons, 1972.

This book begins with Columbus (naming the Jewish sailors who traveled with him) and continues to present-day Jews, showing their history in America. Occupations of the common people are mentioned, but much space is taken up by telling about famous Jews. Anti-Semitism is given a chapter, with specific incidents mentioned; the holocaust during World War II and the subsequent large immigration to the United States are told. The book should be used as a supplement to other books on Jewish history in America.

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's

ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white Protestant Americans are incorporated into the text.

Handlin, Oscar. *American Jews: Their Story.* New York: Anti-Defamation League of B'nai B'rith, 1970.

After a brief review of the origins of the Jews as a group, Handlin discusses the Jewish-American experience from Colonial times to the present. Particular contributions of the group and of outstanding individuals to American society are briefly described. There is a brief but well-chosen glossary which would be very useful to students. Because it is brief and clearly written, this is a useful pamphlet for the classroom.

Kane, Michael B. *Minorities in Textbooks:* New York Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Kurtis, Arlene H. *The Jews Helped Build America (*from *They Helped Build America Series).* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1970.

This book starts with a vignette which describes a particular family being driven from Russia by Cossacks during a pogrom. The rest of the book describes the heritage of Jews, celebrations and festivals, and the particualr contributions of Jews to America. The photographs are carefully chosen and add a great deal to the text. Much of the sensitivity and sense of reality of this book comes from the author's attention to the stories her grandmother, who grew up on the lower East Side, told her of life in that one-time Jewish "ghetto."

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Schweitzer, Frederick M. *A History of the Jews Since the First Century A.D.* New York: Macmillan Publishing Company, Inc., 1971.

The book provides useful background information on the history of Jews and has tangential importance for ethnic studies in the United States. Although only marginally relevant, enough important information is contained in this book to warrant consideration if the teacher has a special interest in Jewish Americans.

Sloan, Irving. *The Jews in America: 1621-1970* (from *Ethnic Chronology Series*). Dobbs Ferry, New York: Oceana Publications, Inc., 1971.

Three major sections compose this volume of the *Ethnic Chronology Series:* chronology from 1621 to 1970, which tends to focus on "firsts," but seems to be a fairly good, although by no means thorough, framework for studying Jews in America; selected documents which seem to be inadequate, in that there are only two sections which postdate 1867; and five appendices, composed of population statistics; a selected annotated bibliography; audiovisual materials; American Jewish organizations; and periodicals. Although not complete, the volume is an adequate beginning for the topic.

Stroud, Drew McCord. *Viewpoints: The Majority Minority*. Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

Suhl, Yuri. *An Album of the Jews in America*. New York: Franklin Watts, Inc., 1972.

Migration, Colonial period, religious and cultural reform, Jewish labor movement, Zionism, anti-Semitism, today's problems, and twentieth century Jewish contributions are several of the chapters included in this easily read, well-illustrated book on the Jewish experience in America. The reader will gain an overall view of what it means to be Jewish.

Van den Haag, Ernest. *The Jewish Mystique*. New York: Dell Publishing Company, Inc., 1969.

Van den Haag looks at the personalities and images that the word "Jew" solicits from Jew and Gentile alike, in a controversial but honest attempt to deal with common questions such as: Are Jews smarter than other people? Why anti-Semitism? Is there a "Jewish character?" Is there a "pecking order" for Jews? Who are the Jews?

Wagley, Charles, and Marvin Harris. *Minorities In the New World: Six Case Studies*. New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Wheeler, Thomas C. *The Immigrant Experience*. Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936.* Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

American Association for Jewish Education. *Several Papers and Course Outlines on Jewish History and Literature.* New York: American Association for Jewish Education, 1973.

These papers tend to be unevenly conceived and written. Four of the six have relevance to ethnic studies; the other two deal with Jewish protest in the Soviet Union and teaching about Israel in public schools. Of the remaining four, one deals with a well-outlined course of study in Jewish history, but resources for teacher use are neglected. Three deal with Jewish literature and thought and together comprise a thorough course of study on Jewish literature.

Belth, N.C. *Barriers: Patterns of Discrimination Against Jews.* New York: Anti-Defamation League of B'nai B'rith, 1958.

Apart from the lead article on "Why People Scapegoat" by Gordon W. Allport, which is more general in focus, the volume deals with discrimination against Jews in all aspects of American life.

Borowitz, Eugene *et al. Image of the Jews: Teacher's Guide to Jews and Their Religion.* New York: Anti-Defamation League of B'nai B'rith, 1970.

This guide has two sections. The first includes a number of readings suggested as the basis for lecture topics on such topics as who are American Jews, what is Judaism, aspects of theology, and others. The second section is a Teacher's Guide to discussion topics, principal themes, and student and teacher resources, put in the context of unit themes and objectives. At the end a sampling of references and organizations for teacher resources appears.

Butwin, Frances. *The Jews of America: History and Sources.* New York: Behrman House, Inc., 1969.

Two-thirds of this book consists of historical narrative, which discusses the Jews in America from Colonial times through much of the twentieth century. The remaining one-third of the volume consists of a number of readings which are keyed to the text. There are numerous photographs, largely of Jewish-American personalities from the areas of sports, entertainment, art, and science.

Donin, Hayem Halevy. *To Be A Jew: A Guide to Jewish Observance in Contemporary Life.* New York: Basic Books, Inc., Publishers, 1972.

This volume describes basic Jewish beliefs in lay terms; the necessity of Jewish religious laws and observances for living in the contemporary world; and a rationale for these laws and observances. The book is useful for both the Jewish layman and the Gentile interested in learning about Jewish laws and practices.

Faderman, Lillian, and Barbara Bradshaw. *Speaking For Ourselves.* Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of

ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Spanish, Jewish, Native American, and white ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Fast, Howard. *The Jews: Story of a People.* New York: Dial Press, Inc., 1968.

This is a fairly thorough history of 4,000 years of the Jewish experience, providing a good introductory overview.

Feingold, Henry L. *Zion in America: The Jewish Experience from Colonial Times to the Present.* New York: Twayne Publishers, Inc., 1974.

Zion in America is an almost encyclopaedic history of the Jewish experience in the United States from Colonial times to the present. Materials on the Yiddish theater and press and other cultural topics are excluded because of space limitations. Concentration is on political, social, and economic matters. Feingold believes that, of all groups which have come to America, the Jews have been the least changed by the demands of the host society. This is explained by the strong Jewish historical experience and religious-based culture. This is an important synthesis of much scholarly work done on Jewish Americans.

Fishman, Priscilla. *The Jews of the United States.* New York: Quadrangle/The New York Times Book Company, 1973.

Jewish migration to America came in essentially three waves: a relatively small group in Colonial times; several thousand from central Europe in the mid-nineteenth century; and almost three million between 1880 and World War I. Each wave encountered a different social, economic, and political reality which influenced each group's relative acculturation. This book traces various themes through 1972 and provides valuable information on American Jews.

Forster, Arnold, and Benjamin R. Epstein. *The New Anti-Semitism.* New York: McGraw-Hill Book Company, 1974.

In this volume, the authors attempt to document the growth of a new anti-Semitism in America in recent years. They note that Hitler's holocaust did more than any other thing to rid the world of anti-Semitism; however, the passing of 30 years has dulled people's memories and sensitivity. The authors use current events in America to document what they perceive to be the new growth of anti-Jewish feeling.

Fuchs, Lawrence H. *American Ethnic Politics.* New York: Harper and Row, Publishers, Inc., 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they affect such things as foreign policy, Bossism, and machine politics.

Fuchs, Lawrence H. *The Political Behavior of American Jews.* New York: Free Press, Div. of Macmillan Company, 1956.

Although the bulk of this book is a history of the shifting party allegiance of Jews in America, from the early national period to around the election of 1952, there are some insights into fairly recent Jewish values and their political expression.

Glazer, Nathan. *American Judaism.* Chicago: University of Chicago Press, 1957.

Glazer provides a short, readable, and insightful historical narrative of Jewish experience in America. In an epilogue, Glazer addresses the importance of the June 1967 war, which has resulted in a very real change of Jewish self-identity and pride as well as the migration of Jewish-American youth to Israel. *American Judaism* is a well-informed way to begin developing insights on the Jewish Americans.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot.* Cambridge, Massachusetts: M.I.T. Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic study reading list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Gold, Michael. *Jews Without Money.* New York: Avon Books, 1968.

This is a classic novel of social protest written in 1930 by a radical Jewish intellectual. It vividly describes poverty and the effect of the Great Depression on lower East Side New York Jews.

Goldstein, Sidney, and Calvin Goldscheider. *Jewish Americans: Three Generations in a Jewish Community* (from *Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

From the *Ethnic Groups in American Life Series*, this text focuses on three generations of Jews in America based upon findings of a Providence, Rhode Island, study. Social and demographic data on 1,500 Jewish families is given, to gain insight on the structure of Jewish communities. Marriage patterns, family life, and being Jewish and American are discussed in a rather sophisticated manner.

Grayzel, Solomon. *A History of the Jews.* Philadelphia, Pennsylvania: Jewish Publication Society of America, 1968.

Only a small portion of this lengthy book deals specifically with Jews in America, but the balance of the book may be useful for those who might wish to increase their understanding of this American ethnic group. Written first after the holocaust of World War II, Grayzel reissued the book in 1968 and has included several new chapters, among others, one on Israel.

Herberg, Will. *Protestant, Catholic, Jew.* New York: Anchor Press, Div. of Doubleday and Company, 1960.

Herberg wrote this book in the mid-'50s, a time when ethnic diversity seemed to be disappearing and was consequently deemphasized. Herberg's essay is an example of that deemphasis; he describes the triple melting pot process, in which differences among groups disappear, leaving essentially three religious identifications—Protestant, Catholic, and Jewish. Although his contentions are debatable, the book is a learned treatment of the important issues involved in studying ethnic groups and immigration history.

Higham, John. *Send These To Me: Jews and Other Immigrants in Urban America.* New York: Atheneum Publishers, 1975.

Higham concentrates on American Jews and anti-Semitism at various periods of time. Closely related topics are also included.

Isaacs, Stephen D. *Jews and American Politics.* New York: Doubleday and Company, Inc., 1974.

This volume is an assessment of recent trends in American Jewish political activity. A number of sub-themes, such as Jewish-Black relations, Jewish radicalism, and reticence of Jews to run for political office, cut across the major theme of the book. In interviewing a number of prominent American Jews, Isaacs has uncovered some interesting and valuable insights into the recent political activity of American Jews.

Kahane, Rabbi Meier. *Never Again: A Program for Survival.* New York: Pyramid Communications, Inc., 1972.

This is a powerful tract, written by one the the cofounders of the Jewish Defense League. The first part of the book is devoted to showing Jews how indifference to Jewish problems resulted in the Nazi extermination of Jews. In the final chapter, Kahane sets down a program for Jewish action for defense.

Kane, Michael B. *Minorities in Textbooks.* New York: New York Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Kertzer, Morris N. *Today's American Jew.* New York: McGraw-Hill Book Company, 1967.

Today's American Jew consists of a series of essays by Kertzer on a variety of topics relating to Jewish-American cultural history.

Kramer, Judith, and Seymour Leventman. *Children of the Gilded Ghetto.* New York: Anchor Press, Div. of Doubleday and Company, Inc., 1969.

A sociological study of a midwestern American city, *Children of the Gilded Ghetto* assesses how social structure may impinge on the individual. Although the topic is interesting, the book tends to be difficult to read.

Levine, Naomi, and Martin Hochbaum. *Poor Jews: An American Awakening.* New Brunswick, New Jersey: Transaction Books, 1974.

This collection of essays explores a hitherto untouched area of analysis—impoverished and near-impoverished Jews. Stereotype has it that all Jews are of middle to upper-middle social class. The essays collected here show this is not the case. Jews, just as other ethnic groups, are represented on all socioeconomic levels of society; thus, this book constitutes an important corrective to conventional view.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black, and Puerto Rican.* New York: New York University Press, 1972.

This collection of writings by ethnic authors presents Irish, Italian, Jewish, Black,

and Puerto Rican views which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

National Council on Jewish Audio-Visual Materials. *The Jewish Audio-Visual Review.* New York: American Association for Jewish Education, 1973.

This book is a collection of annotations on films concerned with Jewish history. There are ten primary subject area categories, several of which explicitly pertain to American ethnic studies, such as "American Jewish Life," "History," "Jewish Festivals," and "Religion and Ethnics." Some of the other categories also contain films applicable to ethnic studies.

Ravage, M. E. *An American in the Making.* New York: Dover Publications, 1971.

This memoir is a poignant description of the adjustment to America of a young Rumanian Jew just before the turn of the century. The book contains important insights into the acculturation/assimilation process of the ethnic immigrant in America and the conflicting pressures of American novelty and old world traditions.

Rischin, Moses. *The Promised City: New York's Jews 1870-1914.* New York: Harper and Row, Publishers, Inc., 1974.

The Promised City is a very well-done history of the reasons for Polish and Russian Jews' migration from their homes and their settlement in New York City. A superb book for background on the east European Jew in America, it is a study of every aspect of Jewish life in New York City during the "golden age" of the lower East Side.

Rose, Peter I. *The Ghetto and Beyond.* New York: Random House, Inc., 1969.

Arranged in five sections, *The Ghetto and Beyond* is devoted to such topics as the "Persistence of Tradition," "Jew and Civil Rights," "Jewish Radicalism in the United States," "From Shtetl to Suburb," and "Jews and the Protestant Establishment." Written by a host of recognized scholars and writers, *The Ghetto and Beyond* will give a solid and diverse picture of the Jew and Jewish culture in modern American life.

Ruderman, Jerome. *Jews in American History: A Teacher's Guide.* New York: Anti-Defamation League of B'nai B'rith, 1974.

Ruderman feels that topics in minority group history should be included in courses of study specifically when those topics help to illuminate developments, trends, or topics of more general importance in American history. Topics on the history of Jews in America presented here meet this criteria and include material from Colonial America to the present. Discussion questions, activities, and a basic bibliography for each section are included.

Schweitzer, Frederick M. *A History of the Jews Since the First Century A.D.* New York: Macmillan Publishing Company, Inc., 1971.

The book provides useful background information on the history of Jews and has tangential importance for ethnic studies in the United States. Although only marginally relevant, enough important information is contained in this book to warrant consideration if the teacher has a special interest in Jewish Americans.

Sklare, Marshall. *The Jew in American Society.* New York: Behrman House, Inc., 1974.

Sklare has collected a number of essays on the Jewish experience in America which he calls a reader in the sociology of American Jews. The book includes several essays on the social history of American Jews; a more contemporary demographic profile; two essays on the Jewish family; several on religion and identity; and one on the importance of Israel to American Jews.

Sklare, Marshall. *The Jews: Social Patterns of an American Group.* New York: Free Press, Div. of Macmillan Publishing Company, Inc., 1958.

This book contains many fine essays on topics such as the history of Jews in America; demographic characteristics of the American Jewish population; community institutions; social patterns; integration into the larger American society; groupness and Jewish identification; and Jewish culture and values. Although printed in 1958, the various essays offer a myriad of insights.

Sloan, Irving. *The Jews in America: 1621-1970* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1971.

Three major sections compose this volume of the *Ethnic Chronology Series*: chronology from 1621 to 1970, which tends to focus on "firsts," but seems to be a fairly good, although by no means thorough, framework for studying Jews in America; selected documents which seem to be inadequate, in that there are only two sections which postdate 1867; and five appendices, composed of population statistics; a selected annotated bibliography; audiovisual materials; American Jewish organizations; and periodicals. Although not complete, the volume is an adequate beginning for the topic.

Teller, Judd L. *Strangers and Natives: The Evolution of the American Jew From 1921 to the Present.* New York: Delacorte Press, Div. of Dell Publishing Company, Inc., 1968.

Strangers and Natives describes the life of Jews in America from 1921 to 1967. Interesting background information on the divergent European backgrounds of American Jews is given. Teller is concerned throughout the book with the evolution of Jewish groups in America; the impact of historical forces such as the Great Depression upon them; and social relationships between Jews and other ethnic groups. He also treats a variety of topics such as religious diversity among Jews, foods, customs, the arts, athletics, and trade unionism.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Walden, Daniel. *On Being Jewish: American Jewish Writers From Cahan to Bellow.* New York: Fawcett World Library, 1974.

This collection is concerned with bringing together examples of the writings of Jewish Americans from the time of the great migration of east European Jews to the present. The collection provides a good sample of Jewish writers, who address themselves to problems and issues of both historical and contemporary interest. All the writings may be considered as primary sources and may be used as such.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans.

Wyman, David S. *Paper Walls: America and the Refugee Crisis.* Amherst, Massachusetts: University of Massachusetts Press, 1968.

Paper Walls was written with two purposes in mind: first, to discern and relate United States policy toward refugees from 1938 to 1941 and the laws governing the entrance of Jewish refugees fleeing Hitler's Germany. The second is to understand the forces and pressures in American society which produced a narrowminded policy toward the German Jews. These purposes are accomplished in great detail and with great sensitivity.

FILMS

Kamerman, Jack B. *Jewish Americans (from Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

Each of the filmloops of the series presents glimpses into the everyday life of each group. This filmloop deals with short descriptions of two Jewish families, one the parents of the second. A short and interesting contrast is given relative to the life style differences between the two, but also of the close contact between the two families. Visual examples of differences between the two homes (and therefore, implicit values) are shown, and the same set of questions is asked about each home. It is recommended that the filmloops be used with other supplementary material as the filmloops only portray one small aspect of life for each group. The filmloops are accompanied by a series of study questions.

Rose Argoff. New York: Carousel Films, Inc., 1972.

Rose Argoff is the story of a 74-year-old, poor Jewish immigrant to New York City who lives in a tenement and refuses welfare. Rose Argoff is interviewed about her life, and relates the problems of poor, elderly residents. The film dispels the stereotype of the rich Jew.

Schary, Dore. *Who Are the American Jews?* New York: Anti-Defamation League of B'nai B'rith.

Schary discusses the American Jew in light of family, culture, religion, and history. Focus is on variety and diversity in Jewish culture, along with the maintenance of Judaism as a way of life.

LATIN AMERICANS AND CARIBBEAN AMERICANS

PUERTO RICAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Anderson, Judith L., and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **5** Overall Recommendation **6**

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese Americans, Native Americans, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

McVicar, Kenneth, and Patricia Hardy. *People in America* (from *TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **3** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

Nelson, Natalie. *Discovering Puerto Rico* and *Puerto Rico* (from *Puerto Rico Series).* New York: New Dimensions Publishing Company, 1970.

Format **5** Realism and Accuracy **3** Intercultural Understanding **1** Educational Quality **1** Overall Recommendation **1**

While the *Puerto Rico Series* from New Dimensions comes in complete Spanish and English texts, it is mainly a language arts material, rather than a material with a focus on ethnic heritage.

Grades 7-12

Aran, Kenneth, Herman Arthur, and Ramon Colon. *Puerto Rican History and Culture.* New York: United Federation of Teachers, 1973.

Format 5 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

Developed by teachers of New York City, these materials aid in the development of a greater understanding of problems of Puerto Ricans. Major topics include Puerto Rican identity, migration to the United States, urban adjustments, and cultural life. The editors have done an exhaustive job in finding materials, strategies, and suggestions for teaching about Puerto Rican Americans.

Finkelstein, Milton. *Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 0 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 2

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Klein, Easy. *Ghettos of America.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format 3 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

The filmstrips and cassettes present the lives of two young boys in two different "ghettos"—Harlem and Watts. The materials present a forthright, honest picture of life of the children, school, and family in these two areas.

Manoni, Mary H. *El Barrio: The Puerto Rican* (from *Accent on Ethnic America Series*). Stanford, California: Multi-Media Productions, Inc., 1972.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

Since not many ethnic heritage curriculum materials for upper elementary through junior high school levels are available on diverse ethnic groups, the *Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English speaking male voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American.* The visuals are not striking and the research is not particularly comprehensive.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips,

cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. A very traditional approach is taken here: dwelling on "heroes" or well-known citizens from specific ethnic groups, using a historical approach, and inserting statements on ethnic patriotism to America.

Rodriquez, Juan. *Luis Munoz Marin (*from *Language Arts Drama Series).* New York: New Dimensions Publishing Company, 1970.

Format 3 Realism and Accuracy 2 Intercultural Understanding 3 Educational Quality 1 Overall Recommendation 1

The *Language Arts Drama Series,* from the New Dimensions Publishing Company, is garbled, poorly conceived, and written narrowly on heroes only. Because the import is mainly on language arts (workbooks emphasize spelling and grammer), it would not be a useful ethnic heritage resource in itself.

Tooni, Linda. *Los Puertoriquenos.* Tarrytown, New York: Schloat Productions, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

This filmstrip is meant to give a factual overview of the Puerto Ricans in America today. Although somewhat traditional in approach, it is better than many other materials available. It does not take a stand on either assimilation or cultural pluralism, but describes the situation as it, in fact, exists.

Weeks, Morris. *Hello Puerto Rico.* New York: Grosset and Dunlap, Inc., 1972.

Format 2 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 3 Overall Recommendation 3

These materials are useful in classes where the aim is to promote a better understanding of the heritages of peoples in other countries. They are not very exciting, but could be useful in particular cases, especially the book on Puerto Rican Americans. Included in this well-illustrated book is geography as well as human history. The book relates well Puerto Rican customs and traditions, day-to-day way of life, and aspirations for the future.

STUDENT RESOURCES

Grades K-6

Allyn, Paul. *The Picture Life of Herman Badillo.* New York: Franklin Watts, Inc., 1972.

This is a picture story of Herman Badillo, the first Puerto Rican to be a regular voting member of the United States Congress. It briefly traces his childhood through his stint as a Congressman and describes his concern for Puerto Rican Americans.

Blue, Rose. *I Am Here. Yo Estoy Aqui.* New York: Franklin Watts, Inc., 1971.

This is a well-illustrated story about a little Puerto Rican girl who cannot speak English; it shows students what it is like to enter a school unable to speak the language.

Brahs, Stuart. *An Album of the Puerto Rican in the United States.* New York: Franklin Watts, Inc., 1973.

Life in Puerto Rico and life on the United States mainland are compared in this brief history. Packed with information, the chapters on race, culture, and political activities are particularly well done. The photographs included are excellent.

Buckley, Peter. *I Am From Puerto Rico.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1971.

The dual life of the Puerto Rican American is exemplified in this well-written story.

The reader sees all the life decisions and environmental adaptations the immigrant Puerto Rican must experience.

Keats, Ezra Jack, and Pat Cherr. *My Dog is Lost!* New York: Scholastic Book Services, 1960.

Juanito had just arrived in New York from Puerto Rico. He is lonesome, and his dog is lost. In the search for Pepito, he makes friends with Chinese, Italian, Black, and Anglo Americans. Students will enjoy the lively story and learn a few Spanish words.

Kesselman, Wendy. *Angelita.* New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1970.

This is a warm story of a Puerto Rican girl whose family moves to New York City. Excellent photographs document her surroundings of mountains and the sea in Puerto Rico and apartment houses and busy streets in New York. The story does not downgrade or belittle the serious problems of adjustment that a little girl must face following such a move.

Kurtis, Arlene Harris. *Puerto Ricans: From Island to Mainland.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1969.

Divided chronologically, this book gives a brief overview of Puerto Rico and of Puerto Ricans in the United States. Emphasis is on culture, intercultural relationships, and the contributions of Puerto Rican Americans to national life. The photographs are excellent in quality and are carefully tied to the textual material. An appendix includes a glossary and pronunciation guide for Puerto Rican Spanish.

Lexau, John. *The Christmas Secret.* New York: Scholastic Book Services, 1963.

Although it contains no factual information on the culture or immigration of Puerto Ricans, this story about the hardships and small gratifications of a poor Puerto Rican-American family can be used as a supplementary story in looking at the different kinds of peoples in America.

Plenn, Doris Troutman. *The Green Song.* New York: David McKay Company, Inc., 1954.

The Green Song, a fable about a tree frog's adventure as he journeys from Puerto Rico to New York City, analogizes the psychology of Puerto Ricans and their values. The author shows deep sensitivity to the conflicts and problems facing Puerto Ricans as they emigrate to the mainland.

Talbot, Charlene Joy. *Children in Hiding.* New York: Scholastic Book Services, 1966.

This is the story of two abandoned Puerto Rican children who learn to become self-sufficient in the world. Although it is the kind of adventure story children like to read, it sometimes stereotypes Puerto Ricans and as a whole offers little insight into understanding Puerto Rican culture.

Grades 7-12

Bailey, Bernadine. *Jose.* Boston, Massachusetts: Houghton Mifflin Company, 1969.

This book is about life in the Puerto Rican section of Chicago. Although it does not go into too much detail about Puerto Rican customs, dress, and life, it does examine adjustment problems in an alien culture.

Brau, M. M. *Island in the Crossroads: The History of Puerto Rico.* New York: Doubleday and Company, Inc., 1968.

This is a chronological history of Puerto Rico from the time of Columbus to present day Puerto Rico. It describes the Spanish and English domination of the island, the independence from Spanish rule, and accession to the United States. Although interesting and comprehensive, it is fairly traditional in its approach.

Cooper, Paulette. *Growing Up Puerto Rican.* New York: New American Library, Inc., 1972.

This is a collection of 17 stories written by Puerto Rican youths. By describing their personal experiences, frustrations, hopes, and ideas, they reveal a picture of what it's like to grow up torn between two cultures. Although the stories are extracted from all over America, the youths' experiences are linked together through a common sense of Puerto Rican identity.

Cordasco, Francesco, and Eugene Bucchioni. *The Puerto Rican Experience: A Sociological Source Book.* Totowa, New Jersey: Littlefield, Adams and Company, 1973.

This is a detailed account of the Puerto Rican migration to the United States and the problems encountered historically and currently. Two chapters, "Life on the Mainland: Conflict and Acculturation" and "Education on the Mainland," particularly provide understanding of ethnicity. Other chapters cover the political, economic, and cultural aspects of life on the island and offer data on migration.

Cordasco, Francesco. *The Puerto Ricans 1493-1973* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of Puerto Ricans in America from 1493-1973. Organized into three parts, it includes an annotated chronology of events; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources. It is a very useful reference.

DeLeon, Shirley. *The Puerto Ricans in America.* Chicago: Claretian Publications, 1974.

After a brief description of the history of the island of Puerto Rico itself and of the Indian and Spanish influences, this book focuses on the status of Puerto Ricans as Americans. Life on the island and life on the mainland are both depicted. The particular problems which face Puerto Ricans, especially those in large mainland cities, are emphasized.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities.* New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides historical, statistical, and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferable to other groups.

Fitzpatrick, Joseph P. *Puerto Rican Americans: The Meaning of Migration To the Mainland* (from *Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1971.

This text is about Puerto Ricans in the United States, especially in New York City. However, because of the movement and adjustment of Puerto Ricans in the United States at this time, the emphasis is on a *perspective* of thinking about Puerto Ricans and aids the reader in understanding Puerto Rican problems.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act

of 1964 and the Immigration Act of 1965, and a brief bibliography.

Joseph, Stephen M. *The Me Nobody Knows: Children's Voices From the Ghetto.* New York: Avon Books, 1969.

This is a collection of writings by children of slums. It explores how these students feel about themselves, their neighborhoods, and the world outside. Humorous and sad, the book reveals a large part of America's youth.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Mayerson, Charlotte L. *Two Blocks Apart.* New York: Holt, Rinehart and Winston, Inc., 1965.

Looked at are biographical sketches of two boys, in New York, a Puerto Rican and an Irish Catholic, who live two blocks apart but have entirely different cultures. Insightful and easy to read, the narrative discusses their different perceptions and life styles which place them into completely opposite worlds.

Mohr, Nicholasa. *Nilda.* New York: Bantam Books, Inc., 1973.

This is an easily read, enjoyable book about life in Spanish Harlem. Although it is a novel, it presents an accurate and colorful account of a Puerto Rican girl's daily life in the 1940s.

Thomas, Piri. *Down These Mean Streets.* New York: New American Library, Inc., 1967.

This book traces a Puerto Rican boy's painful search for manhood in Spanish Harlem. Culture is indirectly studied as the reader sees him existing in between the white and Black worlds of the ghetto.

Wheeler, Thomas. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

TEACHER RESOURCES

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, Subs. of Random House, Inc., 1962.

Parts VII through X are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Batlle, Ana, *et al. The Puerto Ricans: A Resource Unit for Teachers.* New York: Anti-Defamation League of B'nai B'rith, 1973.

The purpose of this booklet is twofold. By providing an overview of important information and a reference section which includes books, audiovisual materials, records, and organizational resources, it serves as a starting point for teaching about the Puerto Ricans. It also helps teachers who may have Puerto Rican children in their classrooms by facilitating understanding of, and sensitizing

teachers to, the problems Puerto Ricans have as ethnics.

Brody, Eugene B. *Minority Group Adolescents in the United States.* Baltimore, Maryland: Williams and Wilkins, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a base for a course of study on contemporary minority cultures and problems.

Cordasco, Francesco. *The Puerto Ricans 1493-1973* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1973.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of Puerto Ricans in America from 1493-1973. Organized into three parts, it includes an annotated chronology of events; selected documents from laws, treaties, and judicial decisions; and an extensive bibliography of primary and secondary sources. It is a very useful reference.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot.* Cambridge, Massachusetts: Massachusetts Institute of Technology Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic studies list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Handlin, Oscar. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* Cambridge, Massachusetts: Harvard University Press, 1959.

A part of the New York Metropolitan Region Study, this book is as much a slice of the history of New York City as it is ethnic studies. What is compelling about the volume is a chapter, entitled "Patterns of Adjustment," in which Handlin sets down the argument that the patterns Black and Puerto Rican Americans show great similarity to those patterns of preceding groups. This chapter describes the problems of ethnic group adjustment to the American metropolis.

Hauberg, Clifford A. *Puerto Rico and the Puerto Ricans: A Study of Puerto Rican History and Immigration to the United States.* New York: Twayne Publishers, Inc., 1974.

Part of the Twayne *Immigrant Heritage of America series,* this book presents a very concise and lucid summative view of Puerto Ricans in the United States, the measure of present assimilation, and prospects for their future in America. All of this is set against the backdrop of the cultural/historical experience of Puerto Rico itself. The result is a scholarly yet lively picture of an ethnic group's assimilation into American culture.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Jacobs, Paul, Saul Landau, and Eve Pell. *To Serve the Devil: Colonials and Sojourners—A Documentary Analysis of American Racial History and Why It Has Been Kept Hidden.* New York: Vintage Books, Div. of Random House, Inc., 1971.

Each section is a collection of documents concerned with a particular ethnic group.

The authors feel that most collections are too positive about America. This collection is dedicated to balancing this literary imbalance; it uncovers the "underside" of American history concerning race and racism. Although it does not present the whole story, it does offer a unique perspective from which to view American minority groups.

Kramer, Judith R. *The American Minority Community*. New York: Thomas Y. Crowell Company, 1970.

This is a very scholarly treatment of racial and ethnic minorities in America in which Kramer dwells extensively on the community relationship to minority groups. Within that central theme, the gamut of ethnic and racial minorities is treated.

Lewis, Oscar. *La Vida: A Puerto Rican Family in the Culture of Poverty*. New York: Random House, Inc., 1965.

As the subtitle suggests, *La Vida* is the study of a Puerto Rican family in San Juan which moves to New York City only to remain trapped in the culture of poverty. The major objectives of the study are to promote an understanding of urban slum life in San Juan, to examine the problems of adjustment in New York City, to develop ways of studying the family unit, and to test new anthropological field studies of the family. The book is a classic for providing a literary, yet realistic, texture of life in poverty and the feelings and perspectives of the people living that life. The book is very good for offering a pre- and post-migration comparative study.

Mayerson, Charlotte L. *Two Blocks Apart*. New York: Holt, Rinehart and Winston, Inc., 1965.

Looked at are biographical sketches of two boys in New York, a Puerto Rican and an Irish Catholic, who live two blocks apart but have entirely different cultures. Insightful and easy to read, the narrative discusses their different perceptions and life styles which place them into completely opposite worlds.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black and Puerto Rican*. New York: New York University Press, 1972.

This collection of writings by ethnic authors presents Irish, Italian, Jewish, Black, and Puerto Rican views, which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

Senior, Clarence. *The Puerto Ricans: Strangers - Then Neighbors*. New York: Franklin Watts, Inc., 1961.

Senior's book offers one view of the migration of Puerto Ricans to mainland United States. Part of the book is devoted to an account of the emigration of European groups. Implicit is a favorable comparison between the way these groups and Puerto Ricans have "made it" in America, suggesting that Puerto Ricans will probably succeed in similar fashion.

Sexton, Patricia. *Spanish Harlem*. New York: Harper and Row, Publishers, 1965.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life, and survival. The book is also prescriptive, in that the author is concerned throughout with possible solutions to the problems of the slum. A short, well-done study, it might well be most fruitfully read along with Oscar Lewis's *La Vida*, among others.

Suttles, Gerald D. *The Social Order of the Slum: Ethnicity and Territory in the Inner City*. Chicago: University of Chicago Press, 1968.

Suttles, a sociologist at the University of Chicago, lived in a slum neighborhood on Chicago's Near West Side for almost three years. During that time he became a "member" of the community and observed in detail the workings of the neighborhood. The study produced is a very insightful blend of theory and experience, the result of which is a highly valuable book about the slum and its people.

Wagenheim, Kal. *Puerto Rico: A Profile.* New York: Praeger Publishers, Inc., Subs. of Encyclopaedia Britannica, Inc., 1970.

The emphasis of *Puerto Rico* is on the island and its people, rather than on Puerto Ricans in the United States. The rationale is that to understand the Puerto Rican in the United States as an ethnic group, one must first understand the Puerto Rican on his native island as a United States territory.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italians, Norwegians, Puerto Ricans, Chinese, Blacks, Jewish, English, and Polish.

FILMS

Kamerman, J.B. *Puerto Rican Americans (*from *Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

Each of the films in the series presents glimpses into the everyday life of each group. This filmloop describes a dilapidated Puerto Rican neighborhood in New York City, the importance of street life, and contrasts the old and new ways. It is recommended that the films be used with other supplementary material, as the films portray only one small aspect of life for each group. The films are accompanied by a series of study questions.

Manhatten Street Band. New York: Carousel Films, Inc.

Mobil Oil Company sponsors a talent contest in New York City. This film is about a group that won. Although the film does reflect diversity in a New York City neighborhood, this is the only element remotely applicable to an ethnic heritage study.

*Strangers in Their Own Land: The Puerto Ricans (*from *Human Relations: Man versus Man).* Columbus, Ohio: Xerox Films, Xerox Corporation.

Brief, yet comprehensive, this film, originally an ABC News Special, depicts the problem of the poor education Puerto Ricans face when they emigrate to New York City. Stereotyping is avoided by examining the particular problems of the Manuel Ferrer family with its 13 children. There is a Teacher's Guide with a synopsis of the film, some suggested follow-up activities, related readings, and other films with human relations focuses.

The World of Piri Thomas. Bloomington, Indiana: Indiana University Audio Visual Center.

Piri Thomas describes the Puerto Rican condition in New York City; street scenes, poverty, despair, and drugs open this documentary of "El Barrio," Spanish Harlem. Real incidents form the background of this emotional film. A plea is made for the understanding of Puerto Ricans as one part of universal humanity. The art work in some sequences was done by the children of the barrio.

MULTI

CURRICULUM MATERIALS

Grades 7-12

Bycel, Benjamin. *Portrait of a Minority: Spanish-Speaking Americans.* Holyoke, Massachusetts: Scott Education Division, 1972.

Format 4 Realism and Accuracy 5 Intercultural Understanding 3 Educational Quality 3 Overall Recommendation 3

The contemporary photography of this audiovisual presentation is very effective. However, the narrative is rather traditional and not especially well delivered. The material's strength is its demonstration of the differences among various groups of Americans and the differences among people within these smaller groups. A Teacher's Guide accompanies the two sound filmstrips in the package.

The New York Times Book Company. *The Other American Minorities: The Puerto Rican/Cuban.* Mt. Kisco, New York: Teaching Resources Films, The New York Times, 1973.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

The Other American Minorities presents valuable, unbiased, up-to-date ethnic heritage material on four visible minority groups: Native, Puerto Rican, Oriental, and Mexican Americans. Developed by the *New York Times*, the material is presented from many viewpoints and is accurate and authentic.

TEACHER RESOURCES

Eiseman, Alberta. *Manana Is Now: The Spanish-Speaking in the United States.* New York: Atheneum Publishers, 1974.

This is a very thorough and factual account of Spanish-speaking Americans—Puerto Ricans, Chicanos, Cubans—from the time of Columbus to present day. The author compares and contrasts the experiences of Spanish-speaking Americans with other ethnic groups. This would serve as a good background resource on Spanish-speaking Americans.

MEDITERRANEAN AMERICANS

ARABIAN AMERICANS

TEACHER RESOURCES

Elkholy, Abdo A. *The Arab Moslems in the United States.* New Haven, Connecticut: College and University Press, 1966.

The author asks and attempts to answer the following kinds of questions: What is life like for the 78,000 Arab Moslems living in the United States? What are the cultural and religious adjustments they have had to make in their new environment? How do they fare in a nation composed primarily of Europeans and Christians? Elkholy deals generally with these notions in the first five chapters. In the sixth, he compares the relatively large Arab communities in Detroit and Toledo and finds some interesting results. For example, he found no positive relationship between religiousity (Moslemness) and assimilation. Instead assimilation appeared to vary according to occupation, social class, and concentration of population.

ARMENIAN AMERICANS

STUDENT RESOURCES

Grades 7-12

Saroyan, William. *My Name is Aram.* New York: Dell Publishing Company, Inc., 1967.

Aram is an Armenian boy growing up in America. He has many spontaneous adventures with other children and adults. Surrounded by a wonderful group of relatives and friends, he exudes joy and humor. An enjoyable book for all ages.

GREEK AMERICANS

CURRICULUM MATERIALS

Grades K-6

Jones, Jayne. *The Greeks in America.* (from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1969.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series is not recommended. It is "hero-dominated" and presents a simplistic view of Greek Americans. The book follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Grades 7-12

Lord, Clifford, and Theodore Saloutos. *The Greeks in America.* (from *Teaching History with Community Resources: Localized History Series).* New York: Teacher's College Press, 1967.

Format **2** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

This book is part of the series, *Teaching History With Community Resources: Localized History Series*. The series presents a "localized" approach to teaching ethnic studies at the secondary level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. *The Greeks in America* emphasizes the pluralistic aspect of Greek-American life and stresses the interrelationship between Greek Americans and other ethnic groups.

STUDENT RESOURCES

Grades 7-12

George, Harry S. *Demo of 70th Street*. Long Island City, New York: David McKay Company, Inc., 1971.

Set in New York City around 1915, this is a lively and humor-filled story of a Greek boy growing up in America. The blending of traditional Greek mores and American folkways is presented realistically, although the book is clearly autobiographical.

TEACHER RESOURCES

Ander, O. Fritiof. ed. *In the Trek of the Immigrants*. Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Leber, George J. *History of the Order of AHEPA: 1922-1972*. Washington, D.C.: The Order of AHEPA, 1972.

This book was written in commemoration of the 50th anniversary of the AHEPA fraternity whose membership represents about two and one-half percent of Greek people in the United States and Canada. About one-fourth of the book is devoted to the immigration of Greeks into the United States with emphasis on migration occurring after 1900. The bulk of the volume presents a chronological history of AHEPA activities from the Order's founding in 1922 to its golden anniversary. The organization of the book does not lend itself to easy use, but the book's index provides some aid to the reader. Leber makes no pretense of having written an interpretive history of either AHEPA or of Greeks in America, but he does present a great amount of information about both.

Saloutos, Theodore. *Greeks in the United States*. Cambridge, Massachusetts: Harvard University Press, 1964.

Written by a noted American historian, this volume covers the time period from the 1890s through the late 1950s. Four chapters are devoted to second-generation Greeks, the Second World War, and the postwar era of Greek respectability. The author emphasizes the idea that the Greeks, and by implication other nationality groups, never lost interest in their mother country while they were planting firm economic roots and integrating into American society.

Xenides, J.P. *The Greeks in America*. George H. Doran Company, 1922.

As part of a series published under the auspices of the Interchurch World Movement, this volume has undertaken in brief outline to show the European background, migration, and early settlement of Greek people in America. The book is brief but appears to cover the subject of Greek immigration and early Greek-American life quite

well. However, the 1922 publication date of the book makes it of little value in the study of contemporary ethnic heritage.

FILMS

Goodnight Socrates. New York: McGraw-Hill Book Company, 1963.

The film presents the story of a young Greek boy growing up in "Little Greece," a Greek ghetto in Chicago. The young boy does not understand why the machines are razing their flat. Excellent sound, music, and photography combine to make a sensitive presentation which expresses feelings in nonverbal ways. The film provides a good view of a subculture and the division of classes within it and it also deals with the dichotomy of two cultural worlds in one life. The tender story is applicable to many youth growing up in a society they cannot yet comprehend.

Kamerman, J.B. *Greek Americans.* Santa Monica, California: BFA Educational Media.

This film briefly examines a Greek Orthodox religious ceremony followed by a family "get together" showing the home and family life of Greek Americans. As with the other filmloops in the *Ethnic Groups series,* this film is so brief that its value, if used individually, is questionable. Without teacher preparation and follow-up, the filmloop could lead to stereotypic thinking.

IRANIAN AMERICANS

TEACHER RESOURCES

Miller, Maxine Adams. *Ali: A Persian Yankee.* Caldwell, Idaho: Caxton Printers, Ltd., 1965.

A typical biography about a young Iranian lawyer's immigration to the United States. The immigrant's father was a man of some means, and this was reflected by his son's visit to the Iranian Consular Office in New York City the day he arrived. The book does provide insight into the Iranian-American experience, but its value is limited.

LEBANESE AMERICANS AND SYRIAN AMERICANS

STUDENT RESOURCES

Grades 7-12

Wakin, Edward. *The Lebanese and Syrians in America.* Chicago: Claretian Publications, Inc., 1974.

The emphasis in this booklet is on the role of Lebanese and Syrians as traders, peddlers, and businessmen in America. Wakin feels that such mercantile concerns were not just an ethnic oddity but part of the psychological and historical framework of these people. Other aspects of the Lebanese and Syrians are also included, and some of the special contributions by individuals are described.

MEXICAN AMERICANS

CURRICULUM MATERIALS

Grades K-6

Acuña, Rudolph. *The Story of Mexican Americans: The Men and the Land.* New York: American Book Company, 1969.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **3**

The textbook and the Teacher's Guide are really quite limited. The material takes an historical and a geographic approach to the history of the Mexican American in the Southwest. The teaching techniques and ideas are very traditional, and the text presents biased, unrealistic impressions of the Mexican American. One of the few strengths is the section on the Spanish language.

Anderson, Judith, and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Brown, Gertrude S. *Our Mexican Heritage.* Lexington, Massachusetts: Ginn and Company, 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Students get a feeling for Mexican-American culture and heritage by studying the poetry and art of Mexican Americans, the geographical movements of these peoples, and the history of and reasons for their migration. The materials are well developed and are quite appropriate in reading and interest levels for upper elementary and junior high school students.

Franco, John M. *Hispano American Contributors to American Life (*from *Ethnic Studies Series).* Westchester, Illinois: Benefic Press, 1973.

Format 2 Realism and Accuracy 3 Intercultural Understanding 4 Educational Quality 1 Overall Recommendation 1

One of the *Ethnic Studies Series, Hispano American Contributors to American Life* is a fairly traditional text on the history of the Mexican American. It concentrates heavily on heroes and famous contributors to Mexican-American and white cultures, rather than exploring the contributions or influences of the ethnic group as a whole. It contains little directional information for the teacher.

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format 4 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese American, Indian, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

Miles, Betty, and Charito Kruvant. *Super Me/Super Yo: A Bilingual Activity for Young Children.* Washington, D.C.: National Coordinating Council on Drug Education, 1975.

This bilingual activities booklet with an accompanying Teacher's Guide contains many ethnic illustrations for young children. Although focusing specifically on the Mexican American, the teacher could incorporate the study of other ethnic groups on a very basic level.

Grades 7-12

Acuña, Rudolph. *A Mexican American Chronicle.* New York: American Book Company, 1971.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

This text presents sympathetic and insightful views on Mexican-American heritage, but, because of its limited scope, should not be the sole resource in an ethnic heritage studies course.

*Brown Studies (*from *Ethnic Cultures of America).* Inglewood, California: Educational Insights, Inc., 1973.

Format 2 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 1 Overall Recommendation 1

Brown Studies discusses in a very comprehensive manner the past and present influences of Mexicans on the development of government and social policies. A study of Mexican-American leaders is supplemented by a study of the diversity of life styles within this ethnic group.

Bycel, Benjamin. *Portrait of a Minority: Spanish-Speaking Americans.* Holyoke, Massachusetts: Scott Education Division, 1972.

Format 4 Realism and Accuracy 5 Intercultural Understanding 3 Educational Quality 3 Overall Recommendation 3

The contemporary photography of this audiovisual presentation is very effective. However, the narrative is rather traditional and not especially well delivered. The material's strength is its demonstration of the differences among various groups of Spanish-speaking Americans and the differences among people within these smaller groups. A Teacher's Guide accompanies the two sound filmstrips in the package.

Diaz, A. P. *Viva La Raza: The Mexican American Experience (*from *Springboards Series).* New York: Noble and Noble, Publishers, Inc., 1972.

Format **6** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

This kit is innovative and unique. Through case studies, bilingual vocabulary development exercises, and an activity-oriented approach, students actively learn and begin to appreciate the experiences of the Mexican American. The kit comes with a well-written and well-developed Teacher's Guide which includes many activities and instructions for using the materials. The stories have been carefully developed and are highlighted with photographs.

Finkelstein, Milton. *Minorities, U.S.A.* Beverly Hills, California: Globe Book Company, Inc., 1971.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **6**

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

The First American Towns and *The Foundations of Wealth (*from *The First Melting Pot Series).* Westport, Connecticut: Mass Communications, Inc., 1974.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **4**

This is an inexpensive and easy-to-use set of filmstrips which illustrate the interrelationships among Spanish, Mexican, and Native Americans. The photographs are good and the material is comprehensive and accurate.

Flores, Joseph, and Albert Chavez. *Songs and Dreams* and *Yearnings (*from *Mexican-American Literature).* New Haven, Connecticut: Pendulum Press, 1972.

Format **6** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

These two volumes of collected short stories, poems, and articles comprise a unique curriculum material package. The readings are sensitively put together and so emotionally based that students seem forced to empathize with the problems and injustices facing Chicanos. However, teachers who want to present a complete historical and sociological picture of Mexican Americans may need to supplement this with other resources.

Frazier, Thomas R. *The Underside of American History: Other Readings.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Format **1** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **4** Overall Recommendation **5**

To offer something more than a "white" view of history, as is often done in traditional history texts, this book presents in an innovative manner first-hand

information on minorities. It would be more effective if a Teacher's Guide on rationale and teaching strategies were available with the student text.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **0** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **2**

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Johnson, Philip, and Carmen Maldonado. *A Probe into Mexican American Experience.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Format **3** Realism and Accuracy **3** Intercultural Understanding **3** Educational Quality **3** Overall Recommendation **2**

A Probe Into Mexican American Experience is uneven and rather poorly balanced. It first presents a simplistic, historical view of Mexican-American peoples and culture in the Southwest. It then jumps to an emotional, somewhat slanted and inaccurate overview of current Chicano experiences in the Southwest. However, its bilingual approach is exemplary; the glossary of Spanish and English terms and the phrase translations are exceptionally well done.

Manoni, Mary H. *Colonia: The Mexican American (*from *Accent on Ethnic America Series).* Stanford, California: Multi-Media Productions, Inc., 1972.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **5**

Since not much ethnic heritage curriculum materials for upper elementary and junior high school levels are available on diverse ethnic groups, the *Accent on Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English-speaking male voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American.* The visuals are not striking and the research is not particularly comprehensive.

Martinez, Gilbert T., and Jane Edwards. *The Mexican American: His Life Across Four Centuries.* Boston, Massachusetts: Houghton Mifflin Company, 1973.

Format **2** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **3**

This book on the history of the Mexican American is one of a growing number on this topic. It offers little to distinguish it from a dozen others on the same subject.

Minneapolis Public Schools Task Force on Ethnic Studies. *Why Our Melting Pot Cooled Off.* Minneapolis, Minnesota: The Minneapolis Star, 1972.

This mimeographed booklet, composed of excerpts from *The Minneapolis Star* newspaper, discusses ethnic communities in the "Twin Cities." The communities covered are Mexican American, Ukranian, and Finnish.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary levels, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. However, the text is traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

Nava, Julian. *The Mexican American in American History.* New York: American Book Company, 1973.

Format 6 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

The Mexican American in American History is a collection of readings and first-hand documents illustrating Mexican-American heritage in the United States. It spans a long historical period from the first Spanish origins to contemporary Chicano issues in the 1970s. The use of original material makes this collection unique, fresh, and very credible. Students, through this approach, get a familiar idea of history making and government policy development as it affects the Mexican American and other ethnic groups.

Nava, Julian. *Mexican Americans: Past, Present and Future.* New York: American Book Company, 1969.

Format 6 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

This student text is stimulating and well written. As the title suggests, it traces the history of the Mexican American from its origins to current-day problems. It suggests possible future avenues the civil rights movement may take, emphasizing particular needs and concerns of the Mexican Americans as one single ethnic group. The importance of ethnic pluralism with unity among all ethnic groups in seeking life betterment is a concept greatly stressed.

Nava, Julian. *Our Hispanic American Heritage.* Columbus, Ohio: Xerox Education Publications, 1974.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

Our Hispanic American Heritage is one of the Xerox series of inexpensive, magazine-format ethnic heritage materials for secondary students. The content of the articles is well chosen and maintains student interest at a high level. The foci of the book are political and sociological rather than historical.

The New York Times Book Company. *The Other American Minorities.* Mt. Kisco, New York: Teaching Resources Films, 1973.

Format 3 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

The Other American Minorities presents valuable, unbiased, up-to-date ethnic heritage materials on four visible minority groups: Native, Puerto Rican, Oriental, and Mexican Americans. Developed by *The New York Times*, the material is presented from many viewpoints and is accurate and authentic.

Sullivan, Mary W. *Chili Peppers* and *The Pancho Villa Rebels (*from *Happenings Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format 4 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 4 Overall Recommendation 4

The *Happenings Series* are four simply-written short stories in novel form about Black- and Mexican-American teenagers, all connected with rock bands, all having personal, social problems. However, the stories and the Teacher's Guide discuss the teenagers' problems at superficial levels (being too fat or unpopular), rather than exploring the broader social issues connected with such activities. The material reflects a limited perspective in the areas of ethnicity and cultural pluralism. A creative and skillful teacher could use the *Happenings Series* to advantage, but the teaching strategies would have to be modified.

Viva La Causa: The Migrant Labor Movement. Chicago: Denoyer-Geppert Company, 1972.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This multimedia kit focuses mainly on the farm labor movement and the forces which induced it. Chicanos, like other groups mentioned—Filipinos and Arabs—are depicted as groups looked down on and treated unfairly. References are made to ethnic pluralism, non-violent protest, and the relationships among labor, industry, and government.

What is La Raza? Stanford, California: Multi-Media Productions, Inc., 1972.

Format 6 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This kit with slides and student/teacher manuals is an outstanding ethnic heritage curriculum. It employs a multimedia approach to study the history, art, geography, and political scene of the Mexican American in the Southwest. Creatively designed, the materials stimulate the imagination and talents of high school students, while also informing them about the background and traditions of the Mexican American.

STUDENT RESOURCES

Grades K-6

deGarza, Patricia. *Chicanos: The Story of Mexican Americans.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1973.

Chapters in this book cover material on the history of Mexican Americans from the first migration of Mexicans north of the Rio Grande to the recent developments in the Chicano movement. Although the style is simple, this book is extensive in its coverage of traditional culture, the impact of change, and rising political movements. The last chapter describes prominent Mexican Americans.

Fall, Thomas. *Wild Boy.* New York: Scholastic Book Services, 1965.

This story of the relationship between two boys—one a Mexican American, one a Native American—illustrates the trials involved in understanding others' cultures. Taking place in 1870 in west Texas, the book offers a vivid picture of the West as it shaped civilization.

Goldberg, Martha. *Big Horse, Little Horse.* New York: Scholastic Book Services, 1960.

This story is set in a Mexican village famous for its production of pottery. The central character is an eight-year-old boy who clearly has acquired skill as a potter. After a series of mishaps, this ability helps him to regain a sense of usefulness. The beautiful horse, Panchita, is also an important character in the story.

Kim, Ann. *Two Pesos for Catalina.* New York: Scholastic Book Services, 1961.

Culture and daily habits are seen in this story of Catalina, a young Mexican girl who receives two pesos to spend in the market. The tour of all the shops and vendors leaves her still trying to decide what to buy. Finally, another girl sitting in the park has something Catalina has never had and she spends her two pesos for a very special item. It is an interesting story with a happy ending.

Martin, Patricia Miles. *Chicanos: Mexicans in the United States.* New York: Parents Magazine Press, 1971.

This book covers Chicano history from the Aztecs to the present. While the life of migrant workers is extensively described, this volume also discusses the highly-skilled and professional members of the ethnic group. A warm account of the traditional cultural elements which have been maintained in the Chicano community is also presented. This is a good history for young students.

Martin, Patricia Miles. *Trina.* New York: Scholastic Book Services, 1967.

Although the characters are well depicted and there is a good description of the warm family relationship of Trina's Mexican-American family, the emphasis of the story is that success only comes if one speaks English. Still, the story, set in the open area of Wyoming, is very good and helps students understand some of the complexities of cultural pluralism in action.

Martinez, Martina. *Martina's Favorite Games: Los Juegos Favoritos de Martina.* Boulder, Colorado: Boulder Valley Public Schools, 1973.

This is a bilingual, illustrated booklet about children's games; it includes instructions for playing them and pictures showing children at play. The narrative is in English and Spanish.

Molnar, Joe. *Graciela: A Mexican-American Child Tells Her Story.* New York: Franklin Watts, Inc., 1972.

This is a photographic, autobiographical narration of Graciela's story. A 12-year-old Mexican-American girl from Texas, she relates the personalities and values of her family members, the poverty her family endured, the difficulty of the long trek for field work in Michigan each summer, and her own hopes and ambitions.

Moran, Gail, and Diane Green. *Gail and Her Family at Summer School: Gail y Su Familia en la Escuela de Verrano.* Boulder, Colorado: Boulder Valley Public Schools, 1973.

This is a bilingual booklet for children describing the experiences a girl has at summer school. Each page is illustrated with English and Spanish narrations.

Politi, Leo. *Song of the Swallows.* New York: Charles Scribner's Sons, 1949.

A winner of the Caldecott Medal for Children's Literature, this colorfully illustrated story parallels life in the Mexican-American community of San Juan with the swallows of Capistrano.

Talbot, Toby. *The Night of the Radishes.* East Rutherford, New Jersey: G. P. Putnam's Sons, 1972.

This is a heart-warming story which conveys cultural traditions and the Christmas spirit in Oaxaca, Mexico, as seen through the eyes of 11-year-old Pablo Martinez.

Trujillo, Gilbert. *Gilbert's Tortillas: Los Tortillas doe Gilberto.* Boulder, Colorado: Boulder Valley Public Schools, 1973.

Through its bilingual instructions for making tortillas, children get a hands-on idea of one element of an unfamiliar culture.

Grades 7-12

Blue, Rose. *We Are Chicano.* New York: Franklin Watts, Inc., 1973.

Carlos is torn between a desire for a militant activism and middle class achievement. He runs away from home and during his travels reaches a decision. Although his story takes place in California, it could as well have happened in any large city in the Southwest.

Cabrera, Ysidro Arturo. *Emerging Faces: The Mexican Americans.* Dubuque, Iowa: William C. Brown and Company, 1971.

This book is mainly a compilation of facts and bibliographies on literature written about Mexican Americans. Beginning with a brief history of this ethnic group in America, the chapters include discussions on the past treatment of Mexican Americans in literature, the role of formal education in the future of young Chicanos, the need for better health and housing care for migrant workers and barrio dwellers, the need for unity in social change efforts, and the need for open-minded, unstereotyped research. The author calls for full integration of Mexican Americans into American culture, without a surrendering of their bicultural and bilingual histories.

Colman, Hila. *Chicano Girl.* New York: William Morrow and Company, 1973.

The experience of a girl from an isolated village in Arizona is the subject of *Chicano Girl.* Resolving to escape the village, Donna moves to Tuscon with relatives. She quickly discovers that different sets of rules are applied to Chicanos and to Anglos. After facing many tragic experiences, she is helped by a Chicano law student to learn about her own proud heritage. Teenagers will enjoy this portrayal of the experiences of one Mexican-American adolescent.

Cox, William T. *Chicano Cruz.* New York: Bantam Books, Inc., 1972.

This book depicts a young Chicano's life as a baseball player, which is in opposition to his family's desires. It traces his racial conflicts with team members and his relationships with his family and girlfriends. The situations and dialogue are very realistic, and students can generalize from his experience. However, with so much emphasis on baseball, students must be fans to stay interested.

Dobrin, Arnold. *The New Life: La Vida Nueva: The Mexican Americans Today.* New York: Dodd, Mead and Company, 1971.

This book attempts to provide an accurate, illustrated study of the Mexican American in the Southwest today. The author's purpose is to counteract the often negative, stereotyped treatment of Mexican Americans in traditional history books. This book exemplifies the active and enthusiastic involvement of the Mexican American in the cultural progress of this century.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities.* New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides historical, statistical, and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferable to other groups.

Fitch, Bob, and Lynne Fitch. *Soy Chicano: I am Mexican American.* Mankato, Minnesota: Creative Educational Society, Inc., 1970.

Looked at here is the contemporary story of Lupie, a 14-year-old Chicano girl. It portrays her life with her family, school, community, friends, and aspirations. Although Lupie's narrative is easily read and understood, photographs tell the story without words. The huelga, farm life, and political involvements in California complete the story.

Galarza, Ernesto. *Barrio Boy.* Notre Dame, Indiana: University of Notre Dame Press, 1971.

Barrio Boy is an autobiographical account of the author's early life in a Mexican village, his family's migration to the Hispanic barrio in Sacramento, California, and the problems he faced in adjusting to the demands of this new, alien culture. Perhaps Ernesto's life story is not typical of Mexican-American youth, but there are some common experiences related in the story. *Barrio Boy* is a poignant, well-told story, but generalizations must be cautiously drawn.

Garcia, Ernest F., and George Shaftel. *Mexican-American Heritage.* Belmont, California: Fearon Publishers, Inc., 1972.

This text presents a chronological history of the Mexican-American people from pre-Columbian times to the present. It describes the culture of the native inhabitants of southern and southwestern North America before 1492, and it shows how their lives were altered by European settlement. The growth of Mexican-American culture is the central focus. Illustrations have been carefully selected, and study questions and activities are found at the end of each chapter.

Gonzales, Rudolfo. *I Am Joaquin: Yo Soy Joaquin.* New York: Bantam Books, Inc., 1967.

This is a bilingual book of poetry written by and for Chicanos. It is a chronology of people and events in Mexican and Mexican-American history. The poems depict the strengths and the weaknesses, the achievements and the failures, and the renewal of pride and tribal unity among Chicanos today. It illustrates well today's Chicano movement and the Chicano desire to be heard and recognized.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to

remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups, and it was not designed to be an evaluative tool to assess individual books.

Kuenster, John. *The Mexicans in America.* Chicago: Claretian Publications, 1974.

The main focus here is on the struggle of the Mexican American to gain civil rights. The book criticizes the public school system and other institutions for impeding the upward mobility of Mexican Americans as a group. Chapters describe the cultural conflicts involved in assimilation, the feeling of alienation, and the fight for freedom and justice.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Ludwig, Edward. *The Chicanos: Mexican American Voices.* Gretna, Louisiana: Pelican Publishing Company, Inc., 1971.

This anthology includes works by and about Mexican Americans. Fiction, poetry, and articles develop a realistic picture of the complexity of Mexican-American life today. Many selections have become standards in the study of Mexican-American cultures—descriptions of El Teatro Compesino, El Teatro Urbano, and a Barriology Exam. The strength of this collection is that it includes a great variety of selections presented from many diverse and innovative points of view.

Martinez, Rafael F. *My House is Your House.* New York: Friendship Press, 1964.

This book provides a sense of the heritage, traditions, life styles, and family life of Mexican Americans. It explores their contributions to American culture and offers numerous pictures and illustrations in support.

Meier, Matt, and Feliciano Rivera. *The Chicanos: A History of Mexican Americans.* New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1972.

Although this history covers the whole Mexican-American past, it emphasizes the Mexican American in the twentieth century. This comprehensive approach and the extensive bibliography make this history one of the more valuable resources on the history of Mexican Americans.

Moore, Joan W., and Alfredo Cuellar. *Mexican Americans (*from *Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Because American schools have been negligent in including the Mexican-American experience in American history courses, the author has attempted here to provide important background data as a beginning in filling this gap. Along with discussions of specific topics on the Mexican-American experience in the United States, the author includes important demographic information related to the Catholic church, immigration, and education. The book should be relevant to Mexican-American and Anglo students alike.

Moquin, Wayne, and Charles Van Doren. *A Documentary History of the Mexican Americans*. New York: Praeger Publishers, Inc., 1971.

This is one of the most complete collections of documents published which surveys Mexican-American history. Because it covers the period from 1536 to the present, it provides an invaluable resource for teachers and students who are interested in examining original sources. The 65 readings in the volume have been carefully chosen to present a chronological balance of the changing circumstances of the past and present.

Murphy, Sharon. *Other Voices: Black, Chicano and American Indian Press*. Dayton, Ohio: Pflaum/Standard, 1974.

This book presents the field of journalism and communication to the minority high school student. Although it might be designed for a course in English or career education, it provides a valuable resource for ethnic studies of Blacks, Chicanos, and Native Americans. For each of the three groups, a bibliography, an address listing of state newspapers and periodicals, and a "Try It Out" section with various activities is provided. This topic has historical background as well as a relevant current emphasis.

Simmen, Edward. *The Chicano: From Caricature to Self-Portrait*. New York: New American Library, Inc., 1971.

As the title suggests, this volume compiles representative works of short fiction written about Mexican Americans from the mid-nineteenth century to the present day. Early writers were Anglo, but recent stories are by both Anglo and Mexican Americans. The impact of changing attitudes about Chicanos becomes clear when the book is read from beginning to end.

Snyder, Clifford L., and Ernest Hildebrand. *Viewpoints: Red and Yellow, Black and Brown*. Minneapolis, Minnesota: Winston Press, 1972.

One of a series, this composite of 39 selections focuses on racism and the struggle of minorities in the United States to achieve equality. The theme that permeates this photo-essay narrative is a growing sense of pride among the people in their rediscovered heritages.

Steiner, Stan. *La Raza: The Mexican American*. New York: Harper and Row, Publications, Inc., 1969.

This is an illustrated history of the Mexican American from early days to the present. This book is unique in that it paints a broad generalized picture of this culture as well as supplies many illuminating details. It includes many cultural components, a narrative, personal testimonies, and urban and rural portrayals of Mexican-American life.

Vasquez, Richard. *Chicano*. New York: Doubleday and Company, Inc., 1970.

This is the saga of the Sandoval family from the time they left revolution-torn Temico to their present day entrapment in an east Los Angeles barrio. Students who are searching for a definition of what "Chicano" means might find this an illuminating work.

Young, Bob, and Jan Young. *Across the Tracks*. New York: Washington Square Press, 1958.

This is a story about Betty Ochoa, a third generation Mexican-American high school girl. A popular student, she is confronted with problems relating to her

heritage: were her defeats because she was Mexican; what were the Anglo attitudes toward her; are all whites alike in their ethnic group sentiments? These questions are dealt with in a warm and understanding manner that can be enjoyed by most students.

TEACHER RESOURCES

Alford, Harold J. *The Proud Peoples: The Heritage and Cultures of Spanish Speaking Peoples in the United States.* New York: New American Library, Inc., 1973.

The Proud Peoples is a brief history of the Mexican American in the Southwest from the first explorers and conquistadores through the hegemony of the California Rancheros, the discovery of gold and the onrush of the Anglo, and the subsequent demotion of the Spanish descendants to second-class citizenship. Also covered are the more recent developments including bracero migration and the La Raza movement. The chief attribute of the book is its brevity; it presents many of the principal problems, issues, and an overview of their development in a manageable amount of text.

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, 1962.

Parts VII through X are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Brody, Eugene B. *Minority Group Adolescents in the United States.* Baltimore, Maryland: Williams and Wilkins Company, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to and perceptions of the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a basis for a course of study on contemporary minority cultures and problems.

Burma, John H. *Mexican Americans in the United States: A Reader.* New York: Harper and Row, Publishers, Inc., 1970.

The purpose of this collection is to bring together a number of up-to-date readings on Mexican Americans, a group about whom little has been researched. The book, offering discussions on prejudice, education, economics, and the importance of religion and family, serves as an adequate introduction to this important and heterogeneous American group.

Bushnell, Geoffrey. *Ancient Arts of the Americas.* New York: Praeger Publishers, Inc., 1965.

This volume focuses on cultures in the Americas. Two chapters are devoted to the Mexican heritage: one looks at Mexican-American art; the other concentrates on the art of Mexico.

Casteneda, Alfredo. *The Educational Needs of Minority Groups.* Lincoln, Nebraska: Professional Educators Publications, 1974.

This volume is divided into three parts, each dealing with the educational problems of culturally different groups, including Chicanos, Blacks, and Native Americans. Rather than containing substantive material for use in the classroom, the book's

intent is to sensitize teachers to the problems of children from culturally diverse backgrounds and the implications for educators. The primary assumption in the book is that cultural pluralism is a major concern for educators and it is a factor of American life which should be recognized and encouraged.

Dinnerstein, Leonard, and Frederic C. Jaher. *The Aliens: A History of Ethnic Minorities in America.* New York: Appleton-Century Crofts, 1970.

This series of essays traces the "colored" minorities from the Colonial period through 1970. From differing points of view, the immigrant and social experiences are compared. One gets a feel for the generalized problems and issues which span all ethnic groups.

Eiseman, Alberta. *Mañana is Now: The Spanish-Speaking in the United States.* New York: Atheneum Publishers, 1974.

This is a very thorough and factual account of Spanish-speaking Americans—Puerto Ricans, Chicanos, Cubans—from the time of Columbus to today. The author compares and contrasts the experiences of the Spanish-speaking Americans with other ethnic groups. This would serve as a good background resource on Spanish-speaking Americans.

Escobedo, Arturo E. *Chicano Counselor.* Lubbock, Texas: Trucha Publications, Inc., 1974.

Although this book would not be used as a source of substantive information on Chicanos in a traditional sense, it does delve into the problems of Chicano people as students and the social group attitudes and conflicts they endure. The theme is the pronouncement of the acute need for Chicano counselors. The issues raised are sound and Escobedo's argument convincing. The book is very good for consciousness-raising of teachers.

Galarza, Ernesto. *Barrio Boy.* Notre Dame, Indiana: University of Notre Dame Press, 1971.

Barrio Boy is an autobiographical account of the author's early life in a Mexican village, his family's migration to the Hispanic barrio in Sacramento, California, and the problems he faced in adjusting to the demands of this new, alien culture. Perhaps Ernesto's life story is not typical of Mexican-American youth, but there are some common experiences related in the story. *Barrio Boy* is a poignant, well-told story, but generalizations must be cautiously drawn.

Gomez, Rudolph, and Clement Cottingham. *The Social Reality of Ethnic America.* Lexington, Massachusetts: D. C. Heath and Company, 1974.

This is a collection of 27 essays on four ethnic groups in America: Afro, Native, Japanese, and Mexican Americans. Each section represents a sampling of scholarly and "lay" writings from which a number of very important themes and concepts emerge.

Hernandez, Luis F. *A Forgotten American.* New York: Anti-Defamation League of B'nai B'rith, 1969.

Part of a series of resource units for teachers produced under HEW grants, *A Forgotten American* provides a brief factual overview on the history of Mexican Americans. It delves into topics such as the divergent backgrounds of Mexican Americans in the United States, the acculturation process, Chicano values and family structure, and Chicano power. As an exemplar, it offers a profile of

Mexican-American students. It further provides organizing generalizations, topics for discussion, and guides for gathering further information.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups, and it was not designed to be an evaluative tool to assess individual books.

Katz, Friedrich. *The Ancient American Civilizations.* New York: Praeger Publishers, Inc., 1972.

Although the book does not concern itself with the Chicano in America, it does survey the ancient origins of this group of people in Mexico.

Kramer, Judith R. *The American Minority Community.* New York: Thomas Y. Crowell Company, 1970.

This is a very scholarly treatment of racial and ethnic minorities in America in which Kramer dwells extensively on the community relationship to minority groups. Within that central theme, the gamut of ethnic and racial minorities is treated.

Litsinger, Dolores Escobar. *The Challenge of Teaching Mexican American Students.* New York: American Book Company, 1973.

This is a consciousness-raising book for teachers who have Chicano children in their classes. It attempts to examine why teachers may have difficulty in dealing with Chicano students, and it provides insight into Chicano students, Mexican-American history and culture, Chicano subculture, attitudes, and problem issues. The book may be used as a background material on Mexican Americans as a group and problems peculiar to Chicanos. It can also help teachers grapple with solutions to problems which confront Chicano children.

Ludwig, Edward. *The Chicanos: Mexican American Voices.* Gretna, Louisiana: Pelican Publishing Company, Inc., 1971.

This anthology includes works by and about Mexican Americans. Fiction, poetry, and articles develop a realistic picture of the complexity of Mexican-American life today. Many selections have become standards in the study of Mexican-American culture—descriptions of El Teatro Compesino, El Teatro Urbano, and a Barriology Exam. The strength of this collection is that it includes a great variety of selections presented from many diverse and innovative points of view.

Martinez, Rafael F. *My House is Your House.* New York: Friendship Press, 1964.

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Meier, Matt, and Feliciano Rivera. *The Chicanos: A History of Mexican Americans.* New York: Hill and Wang, Inc., Div. of Farrar, Straus and Giroux, Inc., 1972.

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Moquin, Wayne, and Charles Van Doren. *A Documentary History of the Mexican Americans.* New York: Praeger Publishers, Inc., 1971.

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Samora, Julian. *La Raza: Forgotten Americans.* Notre Dame, Indiana: University of Notre Dame Press, 1966.

This book is a collection of essays about the status of Chicanos. Although it was published in 1966, the book still is useful for one who wants to begin learning about the Mexican-American experience. Included are essays on important topics such as the history, culture, and education of Chicanos; the importance of religion; their leadership and their role in politics; the migrant worker; the right to equal economic opportunity; and pertinent community action. A section on the demographic characteristics of the Chicanos in the United States puts these problems in context geographically and sociologically.

Simmen, Edward. *Pain and Promise: The Chicano Today.* New York: New American Library, Inc., 1972.

As the title suggests, this volume compiles representative works of short fiction written about Mexican Americans from the mid-nineteenth century to the present day. Early writers were Anglo, but recent stories are by both Anglo and Mexican Americans. The impact of changing attitudes about Chicanos becomes clear when the book is read from beginning to end.

Simmens, Edward. *Pain and Promise: The Chicano Today.* New York: New American Library, Inc., 1972.

The essays collected in this volume are written from a number of disciplinary points of view by both Mexican Americans and Anglos. They attempt to answer questions on the identity of the Chicano, their role in changing society, and their response to injustice and prejudice. The book includes an extensive bibliographical supplement.

Steiner, Stan. *La Raza: The Mexican American.* New York: Harper and Row, Publishers, Inc., 1969.

This is an illustrated history of the Mexican American from early days to the present. This book is unique in that it paints a broad, generalized picture of this culture and supplies many illuminating details. It includes many cultural components, a narrative, personal testimonies, and urban and rural portrayals of Mexican-American life.

Suttles, Gerald D. *The Social Order of the Slum: Ethnicity and Territory in the Inner City*. Chicago: University of Chicago Press, 1968.

Suttles, a sociologist at the University of Chicago, lived in the slum neighborhood of Chicago's Near West Side for almost three years. During that time he became a "member" of the community and observed in detail the sociology of the neighborhood. The study produced is a very insightful blend of theory and experience, the result of which is a highly valuable book about the slum and its people.

United States Commission on Civil Rights. *Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest*. Washington, D.C.: U.S. Commission on Civil Rights, 1971.

This report looks at the ethnic imbalance of schools in the Southwest. The Commission found that Mexican-American students were severely isolated from the Anglo population by school districts and by schools within districts. Mexican Americans were quite underrepresented in professional staff positions, and those who did hold staff positions were also isolated to those districts and schools with predominantly Mexican-American children. This report offers a number of interesting correlations which can act as consciousness-raisers to begin alleviating these problems.

United States Commission on Civil Rights. *The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest*. Washington, D.C.: U.S. Commission on Civil Rights, 1972.

The major finding of this report was that public schools of the Southwest have failed to recognize the cultural heritage of Mexican-American students and have failed to adopt policies which would enable Mexican-American students to participate and thus benefit more fully from their public school experience. Public schools have even developed policies which deny the Chicano student use of his language, a pride in his heritage, and the support of his community. The report emphasizes the fact that cultural exclusion can have a devastating impact on the bicultural student.

United States Commission on Civil Rights. *Mexican American Education in Texas: A Function of Wealth*. Washington, D.C.: U.S. Commission on Civil Rights, 1972.

In this report, the Commission outlines the problems involved with the inequity in school financing. It compares the girth of revenue going to predominantly Chicano and Anglo school districts and discusses the extent to which this affects the quality of education in general.

United States Commission on Civil Rights. *Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students*. Washington, D.C.: U.S. Commission on Civil Rights, 1973.

This report compares the gross disparity between the interaction of teachers with Anglo students and with Chicano students. "Combining all types of approving or accepting teacher behavior, the teachers respond positively to Anglos about 40 percent more than they do to Chicano students." This report serves as a starting point in alleviating some of the obstacles to bettering the education of Mexican-American students.

United States Commission on Civil Rights. *Toward Quality Education for Mexican Americans*. Washington, D.C.: U.S. Commission on Civil Rights, 1974.

The educational systems in the Southwest have established a set of conditions—not altogether by design, but certainly in a *de facto* manner—which greatly

impedes the success of Chicano children. This report delineates this set of conditions which is pervasive and all encompassing: Chicanos are instructed in a foreign language; curriculum is made up of texts which ignore Mexican-American culture and heritage; Chicanos are usually instructed by people of different cultures who have no training to sensitize them to Mexican-American culture; Chicano students usually do not have sympathetic or understanding sources of guidance. The result is the self-fulfilling prophecy of Chicano failure in American public schools.

United States Commission on Civil Rights. *The Unfinished Education: Mexican American Education Series.* Washington, D.C.: U.S. Commission on Civil Rights, 1971.

In this report, the Commission evaluated school achievement by using five standard measures: school holding power, reading achievement, grade repetition, over-ageness, and participation in extracurricular activities. The Commission found that minority students in the Southwest, including Blacks, Native Americans, and Mexican Americans, did not obtain the benefits of public education at a parity with their Anglo classmates. This serves as an interesting source of information on the problems of minority students.

Uribe, Oscar, and Joseph S. Martinez. *Content Analysis of the Texts of Books for Use by Chicanitos.* San Francisco: Far West Laboratory, 1974.

Part of the Far West Laboratory project, this particular unit was designed to help train teachers, who had not previously dealt with Chicano students, choose materials for use in their classrooms. Integral to this aim is "sensitivity training" in the analysis of material dealing with Chicanos. The book seeks to provide teachers with a sense of both the blatant and more subtle forms of stereotyping and to help teachers build skills in aiming toward these objectives.

FILMS

Bitter Harvest. Seattle, Washington: King TV, 1960.

Through interviews with local residents, directors of government agencies, and migrants themselves, this film depicts the migrant labor camp conditions in the Northwest. It is dated in its approach to ethnic groups and does not present a very well-rounded view of migrants.

Harvest Of Shame. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

This is a powerful documentary about migrant farm workers in America. The film focuses on the trek of one group of migrant workers who begin their summer's work in Florida and who, by October, have traveled as far north as New York, harvesting whatever crop is ready along the way. The life these migrants live is shown in vivid relief. Migrant problems, such as low wages, indecent housing, little chance for education, and malnutrition are explored, as are the attempts made by Congress to deal with the problems. The film ends by discussing the efforts of individuals who are working to reform migrant conditions and by depicting the growing sense of activism among laborers themselves.

Huelga. New York: McGraw-Hill Films, Div. of McGraw-Hill Book Company.

Portrayed here are the struggles to unionize the Mexican-American farm workers. The film specifically looks at the forces bringing about the "huelga" (strike in Spanish), and through discussions with workers, owners, citizens, and law en-

forcement officers, illustrates strike and violence sentiments. It is a good, visual presentation of the social conditions in the farm community, and is especially useful for urban/suburban students, to whom this subject is most alien.

Kamerman, Jack B. *Mexican Americans (*from *Ethnic Groups Series).* Santa Monica, California: BFA Educational Media.

Each of the filmloops of the series presents glimpses into the everyday life of each group. This filmloop shows a day in the lives of a three-generation Mexican-American family living in a typical Mexican-American community. The themes of the old and the new, of past and present traditions, appear in the filmloop rather simplistically. It is recommended that the filmloops be used with other supplementary material, as the filmloops portray only one small aspect of life for each group. The filmloops are accompanied by a series of study questions.

Mexican Americans: The Invisible Minority. Bloomington, Indiana: Indiana University Audio Visual Center.

Illustrated in this film are the differences between Hispanos who have lived in the Southwest for years and recent migrants from Mexico. Emphasized are heroes of the new civil rights movements, forces creating poverty, differences between urban dwellers and farm laborers, attempts to preserve cultural heritage, educational problems, and work conditions. Culture, music, art, and the Spanish language are emphasized as aspects of this heritage which must be taught to young Chicanos. The photography and music are unusually well done in this film.

Mitchell, A. J. Gary. *Chicano.* Santa Monica, California: BFA Educational Media.

The purpose of *Chicano* is to provide background and historical insight into the Chicano Power movement. Many points of view are incorporated into the film Some useful concepts and discussion questions are included to aid the teacher.

North From Mexico: Exploration and Heritage. Westport, Connecticut: Greenwood Press, Inc., 1971.

In looking at the Mexican American in the Southwest, this film concentrates heavily on the history, geography, and current militancy of Chicanos as the second largest visible minority in the United States. It offers insights into the historical forces which molded modern-day Chicano values and sentiments.

Roe, Stuart, Film. *Minority Youth: Angie.* Santa Monica, California: BFA Educational Media.

Depicted here is a Mexican-American girl's life in a moderately run-down, predominantly Mexican-American neighborhood. Although the film is one-sided in the sense that it may be difficult to generalize from Angie's experience, several important themes are developed. Importance of culture and the importance of family emerge as very real concerns to Angie. The problems of growing up in a bicultural, bilingual world are portrayed well. The film is interesting and useful within the bounds of presenting only one point of view.

The Way Out. Chicago: Instructional Dynamics, Inc.

This three-part film is designed to aid in the understanding of the problems of the poor, the uneducated, and the unskilled. Part one, which is particularly good for students, presents the backgrounds of the Native American, Puerto Rican, Chicano, Black, and white Appalachian. Part two is a discussion group seminar

with representatives of minority groups relating their feelings, and part three is a presentation by foremen and supervisors about their relationship with minority workers.

What Harvest for the Reaper. Bloomington, Indiana: Indiana University Audio Visual Center.

This film depicts conditions in a migrant labor camp in New York State. Work is not available each day, but living costs in the camp continue. Also portrayed are the daily and seasonal routines of the Mexican-American migrants who are caught up in a cycle of despair.

MULTIETHNIC

MULTIETHNIC

CURRICULUM MATERIALS

Grades K-6

Anderson, Judith, and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Arenstein, Misha, *et al. Firebird Library.* New York: Scholastic Book Services, 1973.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The *Firebird Library* are unusual and effective ethnic studies curriculum materials. Consisting of 16 separate paperback books, the series focuses on little-taught aspects of American history, culture, and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further enhance the stories. Teacher's Guides provide innovative strategy and activity ideas. The books are designed for elementary students but would be enjoyed by junior high students also. Groups treated include Black, Native, Mexican, and Japanese Americans.

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **4** Overall Recommendation **3**

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Brandwein, Paul F. *The Social Sciences: Concepts and Values.* New York: Harcourt Brace Jovanovich, Inc., 1971.

Format **5** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **6** Overall Recommendation **6**

This series is infused with cultural pluralism, although much of it is subtle. Pictures and activities help develop understanding as well as more positive self-concepts. The series is thematic and conceptual rather than topical and chronological, and is highly adaptable for teaching ethnic studies. Cultures from other lands are developed simultaneously with multicultural America.

Buckley, Peter. *William, Andy and Ramón: Five Friends at School.* New York: Holt, Rinehart and Winston, 1967.

Format **4** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **1** Overall Recommendation **1**

The audiovisual kit for the Holt Urban Social Studies Series, *William, Andy and Ramón* is a traditional approach to first grade curriculum focusing on the fireman, policeman, garbage collector, and a field trip to the flower market. Although presented as ethnic curriculum material, it is simply a traditional approach with photographs of a Black, a white, and Latino child as the central characters. It is not recommended as ethnic studies material.

Forrester, James, and Douglas M. Gray. *Man In His World Series.* Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Both curriculum materials, *Eskimo: Journey thru Time and Indians of the Plains,* are creatively put together and because of their activity-oriented format, are stimulating for upper elementary or junior high level children. Centered around a strong geographic focus and written from a Canadian perspective, the materials are unique and much less conventional than most on Native Americans and Eskimos.

Franco, John M. *Ethnic Studies Series.* Westchester, Illinois: Benefic Press, 1973.

Format **2** Realism and Accuracy **3** Intercultural Understanding **4** Educational Quality **1** Overall Recommendation **1**

The *Ethnic Studies Series* contains texts on Black, Native, and Mexican Americans. This fairly traditional series concentrates heavily on heroes and famous contributors to American life, rather than exploring the contributions and influences of the groups as a whole. There is little directional information for the teacher.

King, Edith. *Discovering the World: An Adventure in Global Understanding.* New Rochelle, New York: Spoken Arts, 1971.

Format **5** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

This curriculum material is designed to introduce the concepts of culture, beauty, art, universality, and worldmindedness in regarding the Native American as an ethnic group. There is no attempt to teach about a particular ethnicity *per se,* so the materials can be used to generalize about ethnic groups.

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **5** Overall Recommendation **6**

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children, and families are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese American, Indian, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

McLaughlin, Roberta, and Lucille Wood. *Sing a Song of People: Teacher Resource Guide.* Glendale, California: Bowmar Publishing Corporation, 1973.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

These excellent materials for very young children teach similarities of all people in terms of basic needs and cultural behavior. Examples from many groups are used to explain such things as why we have holidays and how they are celebrated. Topics which are studied from an integrated approach include holidays and seasons, home and communities, and neighbors.

McVicar, Kenneth, and Patricia Hardy. *People in America (*from *TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **3** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **5** Overall Recommendation **5**

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis for ethnic study in an elementary class.

Minnesota Project Social Studies. *The Family of Man.* Newton, Massachusetts: Selective Educational Equipment, 1972-73.

Format **6** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

The Family of Man series is a set of multidisciplinary, multimedia curriculum packages designed for early elementary students. Each unit in the series focuses on a family in a specific culture. The unit most appropriate for ethnic studies is "The Hopi Family." Using the artifacts, study prints, filmstrips, cassettes, books, and handouts included in the kit, students are able to experience what life is like in a Hopi family. The package is an excellent learning vehicle for young children to examine the life of one ethnic family in depth.

Senesh, Lawrence. *Our Working World - Cities.* Chicago: Science Research Associates, Inc., 1973.

Format **6** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Our Working World - Cities (grade three) is not basically designed as ethnic heritage material; however, it does contain a number of stories and activities that promote ethnic heritage viewpoints, and stimulate thought and class discussion on cultural pluralism.

Sprung, Barbara. *My Family* and *Our Helpers.* Springfield, Massachusetts: Milton Bradley Company, 1974.

Format **4** Realism and Accuracy **6** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Play People: Our Helpers and *My Family* are greatly needed ethnic heritage, career-role image, and sex-role socialization materials for young children. The Teacher's Guide is well conceived and practical, offering many good activities for the use of the "paper" dolls with children ages three to six.

Stanek, Muriel. *Americans All: A Nation of Immigrants.* Westchester, Illinois: Benefic Press, 1973.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 2 Overall Recommendation 4

Americans All is a traditional social studies text. The revised edition attempts to include a range of ethnic groups; however, the materials are hero-bound and do not emphasize interrelationships of ethnic groups. The section on Mexican Americans stands out as the most informative and imaginatively written.

Sweet, Zelda S. *Six Families in the U. S.* Chicago: Encyclopaedia Britannica, Inc., 1973.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

Although these filmstrips present a variety of life styles, there is a tendency to stereotype people within each group. If the teacher provides careful directions, the materials will present students with a sense of the similarities and differences among family units. The groups discussed include Appalachian, Black, Puerto Rican, Chinese, white middle class, and rural farm families.

Winslow, Eugene, and Evelyn Winslow. *The Colors of Man Kit.* Chicago: Afro-Am Publishing Company, Inc., 1971.

Format 4 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 6

The Colors of Man Kit focuses mainly on Blacks, but takes an anthropological approach that encompasses all racial groups. Included are suggested activities and excellent teaching tactics for use with elementary children.

Women's Action Alliance. *Non-Sexist Community Careers for the Flannel Board* and *People at Work.* Paoli, Pennsylvania: Instructo Corporation, 1975.

Format 6 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Non-Sexist Community Careers and *People at Work* are early childhood education materials which reflect non-sexist, multiethnic perspectives and values.

Grades 7-12

Alleman, Janet E., and June R. Chapin. *Voices of a Nation: A Sourcebook for American History.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Voices of a Nation is an historical overview of American history based on primary source materials. Suitable for use in grades 8-12, the book may be used to supplement traditional United States history textbooks. The content covers social, political, military, and economic history, foreign relations, minority cultures, and the future. Various ethnic and minority groups are accurately represented, including Native, Black, Chinese, Jewish, Mexican, and Italian Americans.

American Universities Field Staff. *Looking at Ourselves: Fieldstaff Perspectives Multi Media Kit.* Hanover, New Hampshire: American Universities Field Staff, 1975.

Format 5 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

Labeled as an intro-cultural study, this package examines cultural diversity. The variety of materials are designed to meet individual needs and interests. The guide describes a 40 to 45 day format for lessons, which is easily modified for varying needs of teachers. There are many social science skill building activities as well as cognitive/affective outcomes. It is a unique multicultural look at America.

Appel, Selma, and John J. Appel. *The Distorted Image: Stereotype and Caricature in American Popular Graphics 1850-1922.* New York: Anti-Defamation League of B'nai B'rith, 1974.

Format 3 Realism and Accuracy 3 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

As a result of extensive research, this text offers an excellent discussion and flexible definition of stereotyping, the origins of stereotyping, the motives of the people who use them, and the effects stereotyping has on those stereotyped.

Bailey, Beryl L. *American Families.* Chicago: Coronet Instructional Media, 1974.

Format 4 Realism and Accuracy 6 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

The filmstrips assist in breaking down stereotypes students may have developed about the six groups represented: Black, Anglo, Jewish, Puerto Rican, Chinese, and Italian Americans. The photography is excellent and the narrative is lively, informative, and free of bias and patronization. The representative Jewish family is Orthodox, which is not typical; however, since the intent of the materials is to break stereotypes, this is certainly acceptable.

Brown, Richard, and Van Halsey. *New Dimensions in American History.* Lexington, Massachusetts: D. C. Heath and Company, 1964-70.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 4

These four units from the original Amherst Project, done between 1964-70, are sound historical materials using actual documents to describe the situations of Negroes in the south, Cherokees in Georgia, and immigrants, generally. As supplementary material in ethnic heritage studies, they would prove useful, but their design and conception were not geared for use in years beyond the early '70s.

Bycel, Benjamin, and Jackie Hunsicker. *Portrait of a Minority: Spanish-Speaking Americans.* Holyoke, Massachusetts: Scott Education Division, 1972.

Format 4 Realism and Accuracy 5 intercultural Understanding 3 Educational Quality 3 Overall Recommendation 3

The contemporary photography of this audiovisual presentation is very effective; however, the narrative is rather traditional and not especially well delivered. The material's strength is its demonstration of the differences among various groups of Spanish-speaking Americans and the differences among people within these smaller groups. A Teacher's Guide accompanies the two sound filmstrips in the package.

Cuban, Larry, and Philip Roden. *Promise of America* (from *Spectra Program*). Glenview, Illinois: Scott, Foresman and Company, 1971.

Format 6 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Promise of America is an excellent resource for integrating ethnic studies in American history courses. This secondary American history series is designed for low achievers. It is excellent in its treatment of ethnic groups and in relating historic events to present-day situations.

Edgar, Robert W. *Reliving the American Experience.* Lexington, Massachusetts: Ginn and Company, 1974.

Format 5 Realism and Accuracy 6 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 5

Reliving the American Experience is a curriculum package consisting of two student texts, *Expanding and Changing the Economy* and *Developing Unity Among Diverse People*, plus a Teacher's Guide. By presenting readings from historical biographies and autobiographies in chronological order, the editor creates a powerful expression of the pluralistic nature of American society. Attention is given to student reading ability and to the affective/value aspects of the selections. The books and Guide are effective, core curriculum materials for ethnic studies units.

Eiseman, Alberta. *The Immigrants.* Westport, Connecticut: Mass Communications, Inc., 1974.

Format 2 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 5

The Immigrants are unique ethnic heritage materials consisting of six audio cassettes and a Teacher's Guide. Immigrants from a wide range of countries and cultures discuss their childhood in the mother country, the experiences that brought them to America, and their subsequent life in America. Ethnic groups included are: Swedish, Italian, Armenian, Russian-Jewish, Hungarian, Irish, Chinese, Mexican, Polish, and Jewish.

Ethnic Cultures of America Series. Inglewood, California: Educational Insights, Inc., 1973.

Format 2 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 1 Overall Recommendation 1

The *Ethnic Cultures of America Series* consists of materials on Blacks, Browns (Mexicans, Cubans, and Puerto Ricans), and Native Americans. The materials are hero dominated, although there is some treatment of the diversity of life styles within the groups.

Finkelstein, Milton, *et al. Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

The First Melting Pot Series. Westport, Connecticut: Mass Communications, Inc., 1974.

Format 3 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 3 Overall Recommendation 4

This is an inexpensive and easy-to-use set of filmstrips which illustrates the

interrelationships among Spanish, Mexican, and Native Americans. The photographs are good and the material is comprehensive and accurate.

Frazier, Thomas R. *The Underside of American History: Other Readings.* New York: Harcourt Brace Jovanovich, Inc., 1973.

Format **1** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **4** Overall Recommendation **5**

To offer something more than a "white" view of history, as is often done in traditional history texts, this book presents in an innovative manner first-hand information on minorities. It would be more effective if a Teacher's Guide or rationale and teaching strategies were available with the student text.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **0** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **2**

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Hershenson, Roberta, and Paul C. Huang. *Immigration: The Dream and the Reality.* Tarrytown, New York: Schloat Productions, Inc., 1971.

Format **4** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **4**

These materials on Irish, Italian, German, and Japanese Americans are presented from many points of view. Written to give the student the feeling for the whole immigration movement and its effects, the material sometimes overgeneralizes in its immigration analogies. Although written for a general audience, the materials are adaptable for specific groups.

In America Series. Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

This series of 15 texts is not recommended because they tend to be simplistic, hero dominated, and in some instances, inaccurate. While this material is quite traditional, it does provide information on groups about which there is little material. The series follows a conventional style of presentation and no teaching technique other than "telling" is employed.

Jackel, Lenore. *The Language Arts Drama Series.* New York: New Dimensions Publishing Company, 1970.

Format **3** Realism and Accuracy **2** Intercultural Understanding **3** Educational Quality **1** Overall Recommendation **1**

The Language Arts Drama Series is garbled, poorly conceived, and written narrowly on Black-American heroes only. Because the import is mainly on language arts (workbooks emphasize spelling and grammer), it would not be a useful ethnic heritage resource in itself.

Kirshon, John, and Raymond Harris. *Politics and People: The Immigrants (*from *America Comes of Age: 1870-1917).* Holyoke, Massachusetts: Scott Education Division, 1974.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **6**

The careful use of historical photographs makes this filmstrip on immigrants out of the ordinary. The narrative is above average, although not outstanding. The Teacher's Guide is excellent and extremely useful for follow-up activities.

Klein, Easy. *Ghettos of America.* Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **5**

The filmstrips and cassettes present the lives of two young boys in two different "ghettos"—Harlem and Watts. The materials present a forthright, honest picture of the children's life, school, and family.

Lord, Clifford L. *Teaching History With Community Resources: Localized History Series.* New York: Teachers College Press, 1967.

Format **2** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

This series presents a "localized" approach to teaching ethnic studies at the secondary level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. The books emphasize the pluralistic aspect of American life and stress the interrelationships between ethnic groups.

Mann, Arthur. *Immigrants in American Life.* Boston, Massachusetts: Houghton Mifflin Company, 1968.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **2** Overall Recommendation **4**

Immigrants in American Life is a traditional text which describes the historical aspects of immigrant life in America. It is not particularly innovative or stimulating but seems generally accurate and authentic. Direct quotes and excerpts from historical materials are used for the readings. There is a 1974 edition, which was not available at the time this annotation was written.

Manoni, Mary H. *Accent on Ethnic America Series.* Stanford, California: Multi-Media Productions, Inc., 1972.

Format **3** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **5**

Since not much ethnic heritage curriculum materials for upper elementary and junior high school levels are available on diverse ethnic groups, the *Accent Ethnic America Series* is a valuable set of filmstrips and cassettes. However, the drawbacks are evident. Only one sketchy Teacher's Guide accompanies the six different filmstrips in the series. Most of the material is narrated by one, standard, English-speaking male voice with no musical background or examples of ethnic dialects, with the exception of the *Italian American.* The visuals are not striking and the research is not particularly comprehensive.

McCuen, Gary E. *The Racist Reader: Analyzing Primary Source Readings by American Race Supremacists.* Anoka, Minnesota: Greenhaven Press, 1974.

Format **6** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The Racist Reader is a collection of various writings and analyses of these writings by Americans who have promoted race supremacy. While dealing with racism in general, the book focuses on anti-Semitism and anti-Black attitudes. The readings themselves are highly inflammatory; although the analyses and follow-up activities are designed to counteract their impact, there is a danger that students would be confused, or swayed, by their forcefulness. This book should only be used with very mature 11th or 12th graders.

Minneapolis Public Schools Task Force on Ethnic Studies. *Why Our Melting Pot Cooled Off.* Minneapolis, Minnesota: The Minneapolis Star, 1972.

This mimeographed booklet, composed of excerpts from *The Minneapolis Star* newspaper, discusses ethnic communities in the "Twin Cities." The communities covered are Mexican, Ukranian, and Finnish American.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. However, the text is traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

The New York Times Book Company. *The Other American Minorities.* Mt. Kisco, New York: Teaching Resources Films, 1973.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

The Other American Minorities presents valuable, unbiased, up-to-date ethnic heritage material on four visible minority groups: Native, Puerto Rican, Oriental, and Mexican Americans. Developed by *The New York Times,* the material is presented from many viewpoints and is accurate and authentic.

Rose, Peter I. *Many Peoples, One Nation.* New York: Random House, Inc., 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Many Peoples, One Nation is designed as a supplementary text on ethnic relations and ethnic heritage for social studies courses at the secondary level. The text and guide contain a variety of readings and many suggestions for teaching activities and discussion questions.

Schloat, Anson W., and Lola A. Schloat. *Religions of America Explained.* Tarrytown, New York: Schloat Productions, Inc., 1970.

Format **4** Realism and Accuracy **4** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **5**

These materials are highly cognitive, with emphasis on providing information about particular religions. However, there is an underlying assumption that understanding of religious groups will lead to improved interrelationships. The subject matter is

reasonably unique and should, therefore, be quite useful in many settings. The teaching strategies are very traditional.

Spivey, Robert A., *et al. Religious Issues in American Culture.* Menio Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

Religious Issues in American Culture is a specialized curriculum for able senior high students. The materials reflect the concerns of pluralism from a religious standpoint.

Stone, Adolph. *They Came to America.* Pleasantville, New York: Audio-Visual Narrative Arts, 1971.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **5**

This series of four filmstrips, with accompanying records, goes beyond the immigrant analogy by focusing on current minority problems. The lives of four immigrants—English, Irish, Jewish, and Puerto Rican—are traced chronologically. An interesting contrast is made between the English indentured servant and Black slaves. Discussion questions are at the end of each filmstrip.

The Story of America's People: Part I. Jamaica, New York: Eye Gate House, 1972.

Format **0** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **1**

The materials in this series are traditional and repetitious. Each of the ten filmstrips focuses on a separate ethnic group, which is treated chronologically, in a stilted and stereotyped manner. There is little emphasis on present situations of the ethnic groups.

Sullivan, Mary W. *Happenings.* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format **4** Realism and Accuracy **3** Intercultural Understanding **3** Educational Quality **4** Overall Recommendation **4**

The *Happenings* series are four simply-written short stories in novel form about Black- and Mexican-American teenagers, all connected with rock bands, all having personal, social problems. However, the stories and the Teacher's Guide discuss the teenagers' problems at superficial levels (being too fat or unpopular), rather than exploring the broader social issues connected with such activities. The material reflects a limited perspective in the areas of ethnicity and cultural pluralism. A creative and skillful teacher could use the *Happenings* series to advantage, but the teaching strategies would have to be modified.

Welty, Paul Thomas. *North American Cultures (from World Cultures Sourcebooks).* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1974.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **4**

Although there are no pictures or illustrations in *North American Cultures,* the materials and excerpts from original sources are powerful and well chosen. The material does give the high school student a feeling of the multicultural heritage of the North American continent.

Windmiller, Marshall. *Different But the Same.* San Francisco: Multi-Culture Institute, 1969.

Format 5 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

This filmstrip and cassette describes a non-graded elementary school, which has segregated classes for ethnic studies and integrated classes for other subjects. The classes are based on the theories that ethnic differences cannot be ignored and ethnic identity is a part of personal identity. The school curriculum is designed to help students discover who they are.

Witker, James B. *Color of Man.* New York: Random House, Inc., 1970.

Format 6 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

The *Color of Man* kit is an excellent curriculum material to begin a study of ethnic heritages. It examines skin color and other biological aspects of human beings from an anthropological/biological base. It provides a rational, scientific, objective view of differences in human beings.

Wrenn, C. Gilbert, and Shirley Schwarzrock. *Living With Differences (*from *The Coping With Series).* Circle Pines, Minnesota: American Guidance Service, Inc., 1973.

Format 2 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 3 Overall Recommendation 4

Living With Differences are brief stories, to be read by upper elementary and junior high level students, about prejudice, discrimination, and stereotyping. In general, the stories are rather trite and unimaginative. Although they do focus on intergroup relations, they are illustrated with black and white drawings, and the teaching suggestions are not particularly stimulating or exciting.

STUDENT RESOURCES

Grades K-6

Buchan, Bryan. *Copper Sunrise.* New York: Scholastic Book Services, 1972.

This very sensitive and moving book tells of the friendship between a Canadian Indian and a Scot colonizer during the early settlement period. Cultural differences between the two ethnic groups are examined and the inevitable extermination of one is chillingly described.

Burchardt, Nellie. *Project Cat.* New York: Scholastic Book Services, 1966.

Betsy and her friends discover and care for a stray cat. Only by the illustrations can one determine that this is a multiethnic story, although the story line is appropriate for all children.

Cooper, Terry Touff, and Marilyn Ratner. *Many Hands Cooking: An International Cookbook for Girls and Boys.* New York: Thomas Y. Crowell Company, 1974.

This cookbook for children has recipes from 40 countries. Each is colorfully illustrated, and each recipe has a short story with it. Directions are simple, with codes for level of difficulty in preparing ingredients. A glossary of illustrations, metric and United States measures, and an index by categories of dishes are included.

Fall, Thomas. *Wild Boy.* New York: Scholastic Book Services, 1965.

This story of the relationship between two boys—a Mexican American and a Native American—illustrates the trials involved in understanding others' cultures. Taking place in 1870 in west Texas, the book offers a vivid picture of the West as it shaped civilization.

Open Door Books. Chicago: Children's Press, Div. of Regensteiner Publishing, 1970.

The *Open Door Books* are a series of short, autobiographical, illustrated sketches of minority or ethnic group members who have found success in a variety of fields. This series is designed for career education as well as ethnic studies.

Showers, Paul, and Paul Galdone. *Your Skin and Mine.* New York: Thomas Y. Crowell Company, 1965.

This illustrated book is an informative study describing skin—what it is, its functions and protective characteristics, its sensitivity, and its defense mechanisms. The narrative, along with the physiological discussion, explores differences in pigmentation. It might be more complete if some kind of health care were included or if it delved into the social implications of skin color.

Sparrow, Lillie, John Hines, and Donald Smith. *New Dimensions Drama Series.* New York: New Dimensions Publishing Company, 1968-70.

This is a collection of nine plays about famous people in American history, most of them Black. These plays could be used in drama, literature, or social studies classes for the study of these famous people.

Stolz, Mary. *A Wonderful, Terrible Time.* New York: Scholastic Book Services, 1967.

A Wonderful, Terrible Time is the story of young children growing up in a multiethnic community of the inner city. Most of the activity revolves around two girls, Ellen and Mody, who spend a summer with lots of new experiences and some old ones.

They Helped Build America Series. New York: Julian Messner, Div. of Simon and Schuster, Inc., 1968-70.

There are six books in the *They Helped Build America Series.* These books focus on Chinese, Jewish, Scottish, Japanese, Irish, and German Americans. Each book contains photographs and illustrations and discusses the current status of the ethnic group in America, as well as its historical experiences.

Grades 7-12

Arnof, Dorothy S. *A Sense of the Past: Readings in American History.* New York: Macmillan Publishing Company, Inc., 1962.

This traditional collection of readings in United States history includes one selection on immigration and short, primary accounts of Native Americans, Afro Americans, and Mormons.

Bach, Marcus. *Had You Been Born In Another Faith.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

This is an attempt to make the reader identify and understand the feelings, beliefs, practices, and obligations of other faiths. The Hindu, Parsi, Buddhist, Confucianist, Shintoist, Jewish, Moslem, Roman Catholic, and Protestant faiths presented in

capsule review form serve as a quick reference for students who want to have a simple understanding of religions other than their own.

Baydo, Gerald. *Topical Readings in American History.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

This paperbound text is a lively selection covering 17 major themes in America's history. Ethnic topics are religious movements, Native Americans, Blacks, Asians, and Chicanos. Varied and succinct original sources make up this collection. Further readings are suggested for each theme. Initial questions are posed in advance of each reading.

Brandon, William. *The Magic World: American Indian Songs and Poems.* New York: William Morrow and Company, 1971.

This book is a collection of songs and poems from many Native American tribes—Navajo, Osage, Mandan, Cheyenne, Cherokee, Eskimo, Nez Perce, and others. It is an excellent source for comparing traditions, legends, and values as they differ from tribe to tribe.

Cooper, Terry Touff, and Marilyn Ratner. *Many Hands Cooking: An International Cookbook for Girls and Boys.* New York: Thomas Y. Crowell Company, 1974.

This cookbook for children has recipes from 40 countries. Each is colorfully illustrated, and each recipe has a short story with it. Directions are simple, with codes for level of difficulty in preparing ingredients. A glossary of illustrations, metric and United States measures, and an index by categories of dishes are included.

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Publishers, 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Ethnic Chronology Series: Chronology and Fact Books. Dobbs Ferry, New York: Oceana Publications, Inc.

The *Ethnic Chronology Series* is a reference set of 15 titles each depicting a different ethnic group. The groups are: British, Blacks, Jews, Italians, Irish, Germans, Japanese, Native American, Dutch, Koreans, Latvians, Poles, Puerto Ricans, Scandinavians, and Chinese. Each book is organized into three parts: Part I, an annotated chronology of events; Part II, selected documents from laws, treaties, and judicial decisions; and Part III, an extensive bibliography of primary and secondary sources. This set is a very useful reference.

Feldstein, Stanley, and Lawrence Costello. *The Ordeal of Assimilation: A Documentary History of the White Working Class, 1830's to the 1970's.* New York: Anchor Press, Div. of Doubleday and Company, 1974.

This collection of documents about the white working class in America from the 1830s to the 1970s presents material relative to the immigrants' experiences in uprooting themselves from their native land and finding new cultural patterns. Seven major topics are explored: the immigration experience, nativist crusade, the slum as a home, working class in industrial America, ethnics and labor unionism, cultural conflict, and the dawn of new pluralism. Short introductory essays precede the documents, providing useful content information.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities*. New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides historical, statistical, and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferrable to other groups.

Goldberg, George. *East Meets West: The Story of the Chinese and Japanese in California*. New York: Harcourt Brace Jovanovich, Inc., 1970.

Part of a curriculum-related series, this book is a historical account of the Chinese and Japanese experience in America. It ranges from the first immigration by the two groups to the present socioeconomic situation of Japanese and Chinese Americans. Excellent photographs and excerpts from primary documents are included.

Gordon, Milton. *Ethnic Groups in American Life Series*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white Protestant Americans are incorporated into the text.

Greenleaf, Barbara Kaye. *America Fever: The Story of American Immigration*. New York: New American Library, Inc., 1970.

The author has used illustrations and photographs to support her objective, easily-read portrayal of immigration to America. Included are the Puritans, Germans, Irish, Scandinavians, Italians, eastern Europeans, Chinese, Japanese, Puerto Ricans, and the "unwilling immigrants" from Africa. How and why each came to this country, the hardships and prejudices they had to overcome, and their major contributions to the diversity and vitality of the United States comprise the major portions of this text.

Handlin, Oscar. *The Uprooted: The Epic Story of the Great Migrations That Made the American People*. Boston, Massachusetts: Little, Brown and Company, 1973.

This book presents ethnicity as the "story of the American people through the migrations to the United States." Movements of groups such as Italian, Irish, "Okies," Appalachians, and others are presented in a very readable, humane context. The book provides background on the reasons people left their environments, the imprint they made on the new world, and how they were affected by the new world environment. Written in a narrative form, *The Uprooted* provides a deep understanding of the mood and feelings of "uprooted people."

Hofstadter, Richard, and Michael Wallace. *American Violence*. New York: Alfred A. Knopf, 1971.

This documentary history is an account of four centuries of violence in America. Hofstadter provides a succinct, analytical introduction in which he attempts to explain how our violent nation somehow persuades its people that they are of the best behaved. Documents range from eyewitness reports to contemporary accounts, and each is introduced by a carefully developed headnote. One whole

section deals with racial violence and includes reports on slave revolts, race riots, ghetto riots, and casualties of native people during conquest. This is a useful book for reference.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, Inc., 1967.

In this brief and easily-read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Joseph, Stephen M. *The Me Nobody Knows: Children's Voices From the Ghetto.* New York: Avon Books, 1969.

This is a collection of writings by slum children. It explores how the students feel about themselves, their neighborhoods, and the world outside. Humorous and sad, the book reveals a large part of America's youth.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Kapralov, Yuri. *Once There Was a Village.* New York: St Martin's Press, Inc., 1974.

Kapralov, a Russian artist and poet, describes the hopes and dreams of the people of New York's East Village. The book describes the life and people (Slavs, Puerto Ricans, Blacks) in the Village in an unsentimental, realistic way. However, this is a passionate book about people from all different ethnic backgrounds. If New York or its people were studied, this would be an excellent source.

Leinwand, Gerald. *Minorities All* (from *Problems of American Society Series).* New York: Washington Square Press, 1970.

One of the *Problems of American Society Series,* this is a story of the hyphenated American, who is each of us. It is about American culture as a melting pot, derived from dreams, agonies, successes, and failures of those who came to America. Many people have contributed articles and there are well-selected photographs throughout.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, north-

ern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Malamud, Bernard. *The Magic Barrel.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1958.

This is a collection of 13 fictional stories. Each story involves a character of some ethnic group, but the stories are not ethnically definitive. These short stories are interesting reading, but do not include much ethnic content.

Mayerson, Charlotte L. *Two Blocks Apart.* New York: Holt, Rinehart and Winston, 1965.

Looked at are biographical sketches of two boys, a Puerto Rican and an Irish Catholic, in New York who live two blocks apart but have entirely different cultures. Insightful and easy to read, the narrative discusses their different perceptions and life styles which place them into completely opposite worlds.

Mersand, Joseph. *Three Comedies of American Family Life: I Remember Mama; Life with Father;* and *You Can't Take It with You.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1961.

Each of these three plays focuses on American family life. *I Remember Mama* is the only one focusing on the adjustment of an ethnic family (Norwegian) to American life.

Moquin, Wayne. *Makers of America.* Chicago: Encyclopaedia Britannica, Inc., 1971.

This is a ten-volume reference which is designed as a "monument" to ethnic pluralism. It is not a history of immigration. The volumes are chronological from 1536 to 1970. It presents data, narrative, and pictorial representations designed to answer the question, "What is the American, this new man?" More than 85 different ethnic, national, and religious groups are represented. The materials are an excellent resource for ethnic studies.

Murphy, Sharon. *Other Voices: Black, Chicano and American Indian Press.* Dayton, Ohio: Pflaum/Standard, 1974.

This book presents the field of journalism and communication to the minority high school student. Although it might be designed for a course in English or career education, it provides a valuable resource for ethnic studies of Blacks, Chicanos, and Native Americans. For each of the three groups, a bibliography, an address listing of state newspapers and periodicals, and a "Try It Out" section with various activities are provided. This topic has historical background as well as a relevant current emphasis.

Newman, Katherine D. *Ethnic American Short Stories: Stories That Explore the Diverse Ethnic Heritages Alive in America Today.* New York: Simon and Schuster, Inc., 1975.

This is a compilation of 19 short stories about 14 ethnic groups. It reveals the diversity of racial, cultural, and ethnic experience in America today. The stories tell of the problems of living in two different worlds and describes how the characters cope with their separate heritages. Prejudice, discrimination, life within the ethnic community, first generation immigrants, today's society, and many other topics are covered. This is an excellent introductory reader for students.

Pellowski, Anne, *et al. Have You Seen a Comet? Children's Art and Writing from around the World.* New York: John Day Company, 1971.

Pellowski has compiled an anthology of children's writing and art from around the world. Colorful illustrations support the stories and poems that are in both English and the native language of the child. The book is designed to be shared with adult and child and can easily be read aloud. The young reader will discover that his feelings and emotional responses are shared by all children. Adults may find what it means to be human anywhere in the world.

Roth, Henry. *Call It Sleep.* New York: Avon Books, 1964.

Although this book gives a realistic picture of an immigrant Jewish family in the early twentieth century, the use of dialect, the conceptual level, and the explicit discussions of sex make this book rather difficult reading for many high school students. Written in 1934 and reissued in 1964, the book is a classic and provides good insight for the mature student.

Sinclair, Upton. *The Jungle.* New York: New American Library, Inc., 1964.

This is an expose of the meat packing industry in the early twentieth century and the conditions of immigrants who worked in these plants. This muckraking novel focuses on Lithuanian Americans and uses the everyday events in one family's life to illustrate big business exploitation of workers and the public. It is well written and insightful, but the reading and concepts may be too difficult for lower high school levels.

Snyder, Clifford L., and Ernest Hildebrand. *Viewpoints: Red and Yellow, Black and Brown.* Minneapolis, Minnesota: Winston Press Inc., 1972.

One of a series, this composite of 39 selections focuses on racism and the struggle of minorities in the United States to achieve equality. The theme that permeates this photo-essay narrative is a growing sense of pride among the people in their rediscovered heritages.

Stroud, Drew McCord. *Viewpoints: The Majority Minority.* Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources, this book looks at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that it is forgotten they are minorities. The white ethnic WASP population is concentrated on heavily.

Variety: The Immigrants. Minneapolis, Minnesota: Minneapolis Public Schools, Task Force on Ethnic Studies, 1974.

This collection of articles is specifically concerned with immigrants who settled in Minnesota.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an

anthropological conclusion of general interest to those studying ethnic heritage.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, Inc., 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

TEACHER RESOURCES

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936.* Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

Ander, O. Fritiof. *In the Trek of the Immigrants.* Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Barron, Milton L. *American Minorities.* New York: Alfred A. Knopf, 1962.

Parts VII through X are most appropriate in dealing with the problems of teaching American ethnic heritage and in providing relatively rapid access to information on several different American ethnic groups. The material in some of the other sections and chapters is quite sophisticated and technical.

Brody, Eugene B. *Minority Group Adolescents in the United States.* Baltimore, Maryland: Williams and Wilkins Company, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a basis for a course of study on contemporary minority cultures and problems.

Brown, Francis J., and Joseph S. Roucek. *One America: The History, Contributions, and Present Problems of Our Racial and National Minorities.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1945.

Although an old volume, this book offers many short pieces by recognized scholars and American ethnic groups which are difficult to find elsewhere. The major section of the collection is composed of essays about American minorities including Native Americans, the peoples of the old and new immigrations, Jews, Asiatic Americans, and intrahemispheric migrants. Other sections are devoted to minority group activities, cultural conflicts, education, and trends toward cultural democracy in America.

Burrows, Edwin B. *Hawaiian Americans: The Mingling of Japanese, Chinese, Polynesian and American Cultures.* Los Angeles: Aisarema, Inc., 1970.

The major emphasis of this book shows why the large majority of Japanese Americans in Hawaii (made up of the second generation or Nisei) remained loyal to the United States following American involvement against Japan in World War II. Another area explored shows how so many people of Japanese parentage become "American" in one generation. Burrows approaches these questions from an anthropological point of view, dealing with the concept of culture, and presents a picture of the growth of the Anglo culture and the effects of this dominant culture on the majority of the Hawaiian people.

Carlson, Ruth K. *Emerging Humanity: Multi-ethnic Literature for Children and Adolescents.* Dubuque, Iowa: William C. Brown and Company, 1972.

This book has many things to offer the teacher involved in ethnic heritage studies, three of which may be singled out for special comment. First, Carlson provides clear ways in which children's literature with ethnic content can be adapted for classes other than social studies. Second, Carlson emphasizes the cognitive and affective goals which should be foremost in the teaching of ethnic heritage. As an important third contribution, the author provides a bibliography at the end of each chapter singling out those materials that are appropriate for teachers and children.

Casteneda, Alfredo, *et al. The Educational Needs of Minority Groups.* Lincoln, Nebraska: Professional Educators Publications, 1974.

This volume is divided into three parts, each dealing with the educational problems of culturally different groups, including Chicanos, Blacks, and Native Americans. Rather than containing substantive material for use in the classroom, the book's intent is to sensitize teachers to the problems of children from culturally diverse backgrounds and the implications for educators. The primary assumption in the book is that cultural pluralism is a major concern for educators and a factor of American life which should be recognized and encouraged.

Dinnerstein, Leonard, and Frederick Jaher. *The Aliens: A History of Ethnic Minorities in America.* New York: Appleton-Century Crofts, 1970.

This series of essays traces the "colored" minorities from the Colonial period through 1970. The immigrant and social experiences are compared from differing points of view. One gets a feel for the generalized problems and issues which span all ethnic groups.

Eiseman, Alberta. *Mañana is Now: The Spanish-Speaking in the United States.* New York: Atheneum Publishers, 1974.

This is a very thorough and factual account of Spanish-speaking Americans—Puerto Ricans, Chicanos, Cubans—from the time of Columbus to present-day. The author compares and contrasts the experiences of Spanish-speaking Americans with other ethnic groups. This would serve as a good background resource on Spanish-speaking Americans.

Ethnic Chronology Series: Chronology and Fact Books. Dobbs Ferry, New York: Oceana Publications, Inc.

The *Ethnic Chronology Series* is a reference set of 15 titles each depicting a different ethnic group. The groups are: British, Blacks, Jews, Italians, Irish, Germans, Japanese, Native Americans, Dutch, Koreans, Latvians, Poles, Puerto Ricans, Scandinavians, and Chinese. Each book is organized into three parts: Part I, an annotated chronology of events; Part II, selected documents from laws,

treaties, and judicial decisions; Part III, an extensive bibliography of primary and secondary sources. This set is a very useful reference.

Faderman, Lillian, and Barbara Bradshaw. *Speaking For Ourselves.* Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Spanish, Jewish, Native American, and white ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Feldstein, Stanley, and Lawrence Costello. *The Ordeal of Assimilation: A Documentary History of the White Working Class 1830's to the 1970's.* New York: Anchor Press, Div. of Doubleday and Company, Inc., 1974.

This collection of documents about the white working class in America from the 1830s to the 1970s presents material relative to the immigrants' experiences in uprooting themselves from their native land and finding new cultural patterns. Seven major topics are explored: the immigration experience, nativist crusade, the slum as a home, working class in industrial America, ethnics and labor unionism, cultural conflict, and the dawn of new pluralism. Short introductory essays precede the documents, providing useful content information.

Fuchs, Lawrence. *American Ethnic Politics.* New York: Harper and Row, Publishers, Inc., 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they affect such topics as foreign policy, Bossism, and machine politics.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot.* Cambridge, Massachusetts: M.I.T. Press, 1963.

A classic study of American ethnicity, this book is a must for every ethnic study reading list. In provocative and informative prose, Glazer and Moynihan explore the persistence of ethnicity in America and the reasons for the emergence of the "new ethnicity."

Gleason, Philip. *The Conservative Reformers: German-American Catholics and the Social Order.* Notre Dame, Indiana: University of Notre Dame Press, 1968.

The focus of Gleason's book is on the attitudes and organizations of the German Catholics in America. Although the focus is seemingly narrow, the book is a microcosmic study of the assimilation experience of Catholic Germans in America and how the Catholic, German, and American environments interacted to produce a unique product of Americanization.

Gomez, Rudolph, *et al. The Social Reality of Ethnic America.* Lexington, Massachusetts: D. C. Heath and Company, 1974.

This is a collection of 27 essays on four ethnic groups in America: Afro, Native, Japanese, and Mexican Americans. Each section represents a sampling of scholarly and lay writings from which a number of very important themes and concepts emerge.

Handlin, Oscar. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* Cambridge, Massachusetts: Harvard University Press, 1959.

A part of the New York Metropolitan Region Study, this book is as much a slice of the history of New York City as it is ethnic studies. What is compelling about the volume is a chapter entitled "Patterns of Adjustment," in which Handlin sets down the argument that the patterns of Black and Puerto Rican Americans show great similarity to the patterns of preceding groups. This chapter describes the problems of ethnic groups' adjustment to the American metropolis.

Herberg, Will. *Protestant, Catholic, Jew.* New York: Anchor Press, Div. of Doubleday and Company, Inc., 1960.

Herberg wrote this book in the mid-'50s, a time when ethnic diversity seemed to be disappearing and was consequently deemphasized. Herberg's essay is an example of that deemphasis; he describes the triple melting pot process, in which differences among groups disappear, leaving essentially three religious identifications—Protestant, Catholic, and Jewish. Although his contentions are debatable, the book is a learned treatment of the important issues involved in studying ethnic groups and immigration history.

Higham, John. *Send These To Me: Jew and Other Immigrants in Urban America.* New York: Atheneum Publishers, 1975.

Higham concentrates on American Jews and anti-Semitism at various periods of time. Closely related topics are also included.

Hunter, William A. *Multicultural Education Through Competency-Based Teacher Education.* Washington, D.C.: American Association of Colleges for Teacher Education, 1974.

This is an important statement about the need for multicultural education in American public schools. Strategies for realizing multicultural education through competency-based teacher education are included.

Hutchmacher, Joseph J. *A Nation of Newcomers.* New York: Dell Publishing Company, 1967.

In this brief and easily-read account of immigration, Hutchmacher relates the stories of Irish-, Italian-, Oriental-, Puerto Rican-, and Afro-American citizens. He distinguishes between the old and new immigrants, discusses immigration exclusion and restriction, and outlines the special condition of Black Americans. The appendices include significant dates, some remarks concerning the Civil Rights Act of 1964 and the Immigration Act of 1965, and a brief bibliography.

Jacobs, Paul, Saul Landau, and Eve Pell. *To Serve the Devil: Colonials and Sojourners—A Documentary Analysis of American Racial History and Why It Has Been Kept Hidden.* New York: Vintage Books, Div. of Random House, Inc., 1971.

Each section is a collection of documents concerned with a particular ethnic group. The authors feel that most collections are too positive about America. This collection is dedicated to balancing this literary imbalance; it uncovers the "underside" of American history concerning race and racism. Although it does not present the whole story, it does offer a unique perspective from which to view American minority groups.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

King, Edith. *The Early Childhood Classroom: A Social Arena.* Hollywood, California: Listener Corporation, 1974.

Part IV of King's book focuses on the intercultural dimensions in the early childhood classroom; how to teach ethnic awareness; cross cultural perspectives; and intergroup relations in classrooms of children ages 4-7 years.

Kramer, Judith R. *The American Minority Community.* New York: Thomas Y. Crowell Company, 1970.

This is a very scholarly treatment of racial and ethnic minorities in America, in which Kramer dwells extensively on community relationships with minority groups. Within that central theme, the gamut of ethnic and racial minorities is treated.

LaGumina, Salvatore J., and Frank Cavaioli. *The Ethnic Dimension in American Society.* Boston, Massachusetts: Holbrook Press, 1974.

This volume is predicated on the belief that the American experience can be understood through the study of immigrant groups and ethnic minorities. The major foci of the book are on immigrant groups who came to America after the Civil War and upon Blacks who were "freed" by that conflict. Most of the major ethnic groups are covered in the narrative and in the great number of selected primary and secondary readings.

Light, Ivan. *Ethnic Enterprise in America: Business and Welfare Among Chinese, Japanese, and Blacks.* Berkeley, California: University of California Press, 1972.

Light sets out to answer the question of why there has been an absence of Black retail proprietorship in the urban United States. Riots and destruction perpetrated on white racial businesses in the Black ghettos reveal that Blacks have been conspicuously underrepresented in small business enterprises. The author undertakes here a comparison of the growth of small businesses among other racial ethnic groups, the Chinese and Japanese specifically, to uncover reasons for the emergence of this phenomenon. What he provides is a very lucid comparative study of the migration experience and upward social mobility of three American ethnic groups. The book is very strong in exposing the influences or absences of cultural and regional traits.

Mann, Arthur. *Immigrants in American Life.* Boston, Massachusetts: Houghton Mifflin Company, 1974.

Mann has collected selected readings on American immigration. Part I, "The Peopling of America," includes readings from the Colonial period, the nineteenth and twentieth centuries, and personal testimony by immigrants. Part II, "The Immigrants Adjust to America," treats sub-themes such as jobs, housing, community life, politics, and successful achievements. Part III, "America Adjusts to the

Immigrants," includes nativism, notions of Americanism and Americanization, and immigration policy. Despite its brevity, the book is a rich ethnic studies resource.

Mayerson, Charlotte L. *Two Blocks Apart.* New York: Holt, Rinehart and Winston, 1965.

Looked at are biographical sketches of two boys, a Puerto Rican and an Irish Catholic, in New York who live two blocks apart but have entirely different cultures. Insightful and easy to read, the narrative discusses their different perceptions and life styles which place them into completely opposite worlds.

McWilliams, Carey. *Brothers under the Skin.* Boston, Massachusetts: Little, Brown and Company, 1964.

Originally published in 1942 and reissued in 1943, 1951, and 1964, *Brothers under the Skin* is a book which offers a great deal. It is a cogent statement of America's "race problem," made before most Americans admitted there was one. McWilliams deals with a number of groups: Native Americans, Chinese, Japanese, Mexican Americans, Hawaiians, Puerto Ricans, Jews, and Blacks. An adequate history of the Civil Rights movement to 1963 provides the context for the McWilliams analysis in the 1964 edition.

Melendy, H. Brett. *The Oriental Americans.* New York: Hippocrene Books, Inc., 1972.

The purpose of this book is to offer an overview of the Chinese and Japanese immigration to the United States and to relate the hostility and discrimination they encountered. It also shows the accommodation to American life of five generations of Chinese and three generations of Japanese. The book is divided into three parts, one each on Chinese and Japanese, and the third on Oriental contributions to America's pluralistic society.

Mersand, Joseph. *Three Comedies of American Family Life: I Remember Mama; Life with Father;* and *You Can't Take It with You.* New York: Pocket Books, Div. of Simon and Schuster, Inc., 1961.

Each of these three plays focuses on American family life. *I Remember Mama* is the only one focusing on the adjustment of an ethnic family (Norwegian) to American life.

Miller, Wayne Charles. *A Gathering of Ghetto Writers: Irish, Italian, Jewish, Black and Puerto Rican.* New York: New York University Press, 1972.

This collection of writings by ethnic authors presents Irish, Italian, Jewish, Black, and Puerto Rican views which relate the similarity of ethnic group experiences in America. The excerpts may be used in English classes as well as social studies oriented courses.

Neidle, Cecyle S. *Great Immigrants.* Boston, Massachusetts: Twayne Publishers, Inc., 1973.

Neidle's volume, part of Twayne's *Immigrant Heritage of America Series,* borders on the hero genre. However, because the "great" immigrants in this book are perceived to be typical, one can say that the book is not the traditional hero-dominated study. Neidle explores the lives of such men as Albert Gallatin, John Peter Altgeld, E. L. Godkin, Ole Rölvaag, David Dubinsky, and Herman Badillo, among several others. Some useful material emerges from these biographies.

Old World Wisconsin. Madison, Wisconsin: The Wisconsin State Historical Society, 1974.

Part of the Bicentennial, *Old World Wisconsin* is a study of settlers in Wisconsin by the State Historical Society. It is applicable to ethnic studies, specifically in terms of Wisconsin; more generally the project can be used as a model for such undertakings in other states.

Ryan, Joseph. *White Ethnics: Their Life in Working Class America.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973.

Ryan's is a valuable book on white ethnics in America. The volume consists of four parts: Part I provides three essays which aid us in defining white ethnicity; Parts II and III deal with substantial essays on ethnic social, family, parish, and neighborhood institutions which affect the lives, schools, work, and politics of ethnic groups; Part IV probes the recent resurgence of white ethnicity in America. In a very small space, this book collects important material for white ethnic studies.

Sexton, Patricia. *Spanish Harlem.* New York: Harper and Row, Publishers, Inc., 1965.

Sexton's book analyzes the problems of the urban slum: poverty, dilapidated housing, congestion, illiteracy, adjustment of newcomers to urban life, and survival. The book is also prescriptive, in that the author is concerned throughout with possible solutions to the problems of the slum. A short, well-done study, the book might be most fruitfully read along with Oscar Lewis's *La Vida,* among others.

Sinclair, Upton. *The Jungle.* New York: New American Library, Inc., 1964.

This is an expose of the meat packing industry in the early twentieth century and the conditions of immigrants who worked in these plants. This muckraking novel focuses on Lithuanian Americans and uses the everyday events in one family's life to illustrate big business exploitation of workers and the public. It is well written and insightful, but the reading and concepts may be too difficult for lower high school levels.

Suttles, Gerald D. *The Social Order of the Slum: Ethnicity and Territory in the Inner City.* Chicago: University of Chicago Press, 1968.

Suttles, a sociologist at the University of Chicago, lived in the slum neighborhood of Chicago's Near West Side for almost three years. During that time he became a "member" of the community and observed in detail the sociology of the neighborhood. The study produced is a very insightful blend of theory and experience, the result of which is a highly valuable book about the slum and its people.

Taylor, Philip. *The Distant Magnet: European Immigration to the U.S.A.* New York: Harper and Row, Publishers, Inc., 1971.

This is a very comprehensive history of the European migration, over half of which is devoted to conditions in Europe prior to the migrations. In addition to this thorough treatment of the "push" factors of migration, Taylor writes two chapters on the conditions of the Atlantic crossing and several insightful chapters on the European emigrants' story in America. This is a well-balanced, immensely factual volume.

Thinking About People. San Francisco: Multi-Culture Institute.

Thinking About People contains suggested teaching activities for combating stereotypic thinking. There are no classroom materials; each teacher must develop these based on the needs of students.

Variety: The Immigrants. Minneapolis, Minnesota: Minneapolis Public Schools, Task Force on Ethnic Studies, 1974.

This collection of articles is specifically concerned with immigrants who settled in Minnesota.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Wheeler, Thomas C. *The Immigrant Experience: The Anguish of Becoming American.* New York: Dial Press, Inc., 1971.

This book is composed of essays to be used as a guide in exploring the immigration experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans.

Wolniewicz, Richard. *Ethnic Persistence in Northeast Minneapolis: Maps and Commentary.* Minneapolis, Minnesota: Minneapolis Public Schools, 1973.

Although concerned with ethnic persistence in one part of Minneapolis, this short essay also has general utility for ethnic studies. It presents an important perspecitve on ethnicity and methods for observing local communities anywhere.

FILMS

Kamerman, J. B. *Ethnic Groups Series.* Santa Monica, California: BFA Educational Media.

Each of the filmloops of the series presents glimpses into the everyday life of each group. The ethnic groups discussed are: Irish, Greek, Jewish, Italian, Chinese, Mexican, Black, and Puerto Rican Americans. It is recommended that the filmloops be used with other supplementary material as the filmloops only portray one small aspect of life for each group. The filmloops are accompanied by a series of study questions.

Manhattan Street Band. New York: Carousel Films, Inc.

Mobil Oil Company sponsors a talent contest in New York City; this film is about a group that won. Although the film does reflect diversity in a New York City neighborhood, this is the only element remotely applicable to an ethnic heritage study.

Mann, Arthur. *Minorities: From Africa, Asia and the Americas.* Chicago: Coronet Films.

This is an overview of the position in America of Blacks, Puerto Ricans, Chicanos, Chinese Americans, and Japanese Americans. There is an implied, but not stated, assimilationist bias in the film, with emphasis on the middle class. The groups are shown to have similar problems, but are not shown to interact.

Mann, Arthur. *Minorities: From Europe.* Chicago: Coronet Films.

This film provides good background information on European immigrants, including cultural artifacts; flashbacks to the immigration process; a continuing focus on present problems such as the relative success of European immigration in America; and the recent beginning of racial minorities' challenge to that success. If the teacher is well sensitized to the various issues central to ethnic studies, the film provides a useful initial effort.

Mann, Arthur. *Minorities: In the Name of Religion.* Chicago: Coronet Films.

The focus of this film is on religious intolerance in America, set in an historical context. The mass media and the success of persons from religious minorities (Louis Brandeis, Alfred E. Smith, and John F. Kennedy) are shown as important factors in the breakdown of religious discrimination.

The Way Out. Chicago: Instructional Dynamics, Inc.

This three-part film is designed to aid in the understanding of the problems of the poor, the uneducated, and the unskilled. Part one, which is particularly good for students, presents the backgrounds of the Native American, Puerto Rican, Chicano, Black, and white Appalachian. Part two is a discussion group seminar, with representatives of minority groups relating their feelings, and part three is a presentation by foremen and supervisors about their relationships with minority workers.

Wolper, David, Production. *A Nation of Immigrants.* Hollywood, California: Film Exchange.

This is a two-reel film of 30 minutes per reel which adequately delves into the history of American immigration. Perhaps too much is made of the attractions offered to immigrants by the United States; however, the film also deals with push factors in home countries. The experiences of several immigrant groups are well portrayed, as is the more negative side of the immigration story, including American nativism, the Ku Klux Klan, and Ellis Island. The film is a good introduction to the topic of immigration.

NATIVE AMERICANS

ESKIMO AMERICANS

CURRICULUM MATERIALS

Grades K-6

English, Raymond. *Alaska and the Eskimos (*from *Communities at Home and Abroad Series).* Boston, Massachusetts: Allyn and Bacon, Inc., 1974.

Format 4 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 2 Overall Recommendation 1

This resource is stereotypic, ineffectual, and inadequate as an ethnic heritage curriculum material. The focus is mainly geographic, and the generalized descriptions and characteristics of the Eskimo are highly stereotyped. While there is no reference made to the contributions of the Eskimo to American culture, there is considerable emphasis placed on Alaska's oil and natural resources. It is virtually useless as a guide to the ethnic heritage of Eskimos.

Kohn, Clyde F. *Eskimo Family* (from *Families around the World),* Chicago: Encyclopaedia Britannica, Inc., 1962.

Format 3 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 2 Overall Recommendation 2

This is a very mediocre, out-of-date filmstrip. The photography is adequate and the captions do contain a fair amount of information. However, the film concentrates heavily on discussing a life style that is fast disappearing. It depicts the lives of an Eskimo boy and his relatives who live near a trading post. Because it does explore the changes brought about by the incursion of white men, it would be appropriate to illustrate the concept and impact of change; however, the material probably should be used in conjunction with other materials.

STUDENT RESOURCES

Grades K-6

Bringle, Mary. *Eskimos.* New York: Franklin Watts, Inc., 1973.

This book is basically a detailed summary of land dwelling habits, family life, and customs of the Eskimos. Diversity among the Eskimo groups is emphasized. The impact of Western civilization on the traditional societies is unbiasedly, yet sensitively handled. The photography is excellent.

Weisenthal, Eleanor, and Ted Weisenthal. *Let's Find Out About Eskimos.* New York: Franklin Watts, Inc., 1962.

This book is a factual account of typical Eskimo lives, with good color illustrations further elaborating the story. It covers their environment, their customs, and their lives as they change with the northern movement of progress. The writing is straightforward and is geared toward the K-3 level.

Grades 7-12

Pryde, Duncan. *Nunaga: Ten Years of Eskimo Life.* New York: Bantam Books, Inc., 1971.

This is a well-written, exciting, and descriptive story about life in the Arctic with the Eskimos. Pryde, the main character, is a fur trader, and this story describes his victory over the many hazards and hardships of Eskimo life. The book explores Eskimo customs, traditions, life styles, and Arctic survival.

Senungetuk, Joseph. *Give or Take a Century: An Eskimo Chronicle.* San Francisco, California: Indian Historian Press, 1970.

Written by an "Innupiat," the Eskimo word for the "real people," this book attempts to put scholarly sources into their appropriate and accurate perspective. The author presents material on both the traditional and modern cultures of the Eskimos. Profusely illustrated, the book includes a chronology of Alaskan "new" history dating from 1741, a list of inventions and contributions by Eskimos and other Native Americans, a list of Native organizations, and a list of important people. This is an excellent resource on the subject of the Eskimo as an ethnic group, a topic which has been covered rather scantily.

FILMS

Mitchell, Wayne. *Eskimos: A Changing Culture.* Santa Monica, California: BFA Educational Media.

This film depicts the culture conflict which occurs as technology makes an imprint on the Eskimo. The interconnecting theme throughout the film is displayed by an Eskimo father who describes the changes that have occurred since his childhood. The film contrasts the older and younger generations in many aspects of life, from life styles to occupations. Good questions are raised on the subject of technology versus culture.

Shaw, Earl. *Life in Cold Lands.* Chicago: Coronet Films, 1956.

Looking at the personal lives and struggles of the Agootuk family from northern Alaska, students get a feel for life in the Arctic. They recognize and share in the basic problems of getting food and keeping warm in winter and summer homes. This is a good, vivid portrayal of life in a cold land.

NATIVE AMERICANS

CURRICULUM MATERIALS

Grades K-6

American Indian Legends. Chicago: Coronet Instructional Media, 1967.

Format **2** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **5**

These materials focus on the role of folktales and legends in the past and contemporary lives of Native Americans. Taking specific examples from tribes of the Pacific Northwest, the Plains, the Northwest Forest, the Northeast Coast, the Eastern Woodland, and the Desert Southwest, the materials compare specific story lines, the needs which created these legends, and the forces which kept them alive for centuries.

Anderson, Judith, and Patricia Miner. *Focus on Self-Development, Unit H: Cultural Differences.* Chicago: Science Research Associates, Inc., 1971.

Format **2** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **0** Overall Recommendation **0**

The ideas presented here are conventional and unimaginative. Through this conventionality, they unintentionally reinforce stereotypes and narrowmindedness about ethnic and religious groups. It may be acceptable to use in higher grades where students' logic and knowledge will carry them beyond this material, but it would be fairly detrimental to use in the lower elementary grades as recommended.

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format 3 Realism and Accuracy 2 Intercultural Understanding 2 Educational Quality 4 Overall Recommendation 3

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Bool, Bill, Productions. *Tales of the Plains Indians.* Chicago: Coronet Instructional Media, 1973.

Format 2 Realism and Accuracy 4 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 6

This set creatively relates six folktales well known among the Plains Indians. The relationship between the traditional stories and modern beliefs is carefully described in each of the filmstrips. Because of this careful presentation, the filmstrips are useful for all levels of students. A comparison of these with the folktales of Blacks, Chicanos, and Eastern Europeans explains much of how the different groups see themselves. The illustrations are of excellent quality.

Dawley, Muriel, and Roberta McLaughlin. *North American Indian Songs.* Glendale, California: Bowmar Publishing Corporation, 1972.

Format 4 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 3 Overall Recommendation 4

This set of materials is useful for introducing children to the range of Native-American cultures and heritages. However, many of the visuals depict Native Americans stereotypically as naked, brown bodies dancing around fires. The songs, many of which are in English, sound monotonously alike. Also, the presentation is somewhat narrow, portraying only the positive or benign aspects of Native American tribal life, never showing the hardships, injustices, or cultural values deemed evil or unnatural by American standards. The songs and folk art used are colorful and interesting, but the resource, as a whole, can not stand alone in presenting Native-American heritage.

Franco, John M. *American Indian Contributors to American Life (*from *Ethnic Studies Series).* Westchester, Illinois: Benefic Press, 1971.

Format 2 Realism and Accuracy 3 Intercultural Understanding 4 Educational Quality 1 Overall Recommendation 1

One of the *Ethnic Studies Series, American Indian Contributors to American Life* is a fairly traditional text on the history of the Native American. It concentrates heavily on heroes and famous contributors to Native-American and white cultures, rather than exploring the contributions of Native Americans as influences on American life. It contains little directional information for the teacher.

King, Edith. *Discovering the World: An Adventure in Global Understanding.* New Rochelle, New York: Spoken Arts, 1971.

Format **5** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

This curriculum material is designed to introduce the concepts of culture, beauty, art, universality, and worldmindedness in regarding the Native American as an ethnic group. But there is no attempt to teach about a particular ethnicity *per se*. Therefore, the materials fall short in attempting to convey the culture of the Navajo people.

Kresse, Fred. *The Indians Who Met the Pilgrims.* Boston, Massachusetts: American Science and Engineering, Inc., 1974.

Format **6** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The Indians Who Met The Pilgrims presents a realistic and dynamic picture of the Native Americans in the Cape Cod area of Massachusetts. The author continually emphasizes the importance of cultural pluralism in regarding ethnic groups and their identities. Historical data and reproductions of authentic artifacts, recipes, arts, and crafts provide a strong, vivid representation of early Native American life.

Lepthien, Emilie U. *Children of the Inner City.* Chicago: Singer Education Division, 1970.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **5** Overall Recommendation **6**

A unique ethnic studies approach is taken in the *Children of the Inner City* filmstrips. Six different ethnic groups, their children and families are explored in relation to their urban environment. The materials are realistic and authentic, but positive and hopeful as well. The visuals are colorful and well done, especially the Japanese Americans, Indian, and Kentucky Mountain girl filmstrips. Although the Teacher's Guides are sketchy, the filmstrips themselves have questions and teaching strategies on the final frames.

McGill, Ken, and Ellen McGill. *Indians and Buffalo.* Glendale, California: Bowmar Publishing Corporation, 1973.

Format **4** Realism and Accuracy **4** Intercultural Understanding **3** Educational Quality **6** Overall Recommendation **6**

The content here is accurate and thorough, and the paintings are carefully chosen. Depicted through narration, Native-American paintings, and folktales, is the culture of the Plains Indians and their dependence on the buffalo. It is a useful resource for studying the relationship between the Native American and his environment at a time of contact with the white world.

McGovern, Ann. *The Defenders: Osceola, Tecumseh, Cochise* and White, Anne Terry. *The False Treaty: The Removal of the Cherokees From Georgia (*from *Firebird Library).* New York: Scholastic Book Services, 1970.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

The *Firebird* books are unusual and effective ethnic studies curriculum materials. Consisting of 16 separate paperback books, the series focuses on little-taught aspects of American history, culture, and minority groups. The content of each book is accurate and written in a compelling style; excellent illustrations further

enhance the stories. Teacher's Guides provide innovative strategy and activity ideas. The books are designed for elementary students but would be enjoyed by junior high school students also. *The Defenders* deals with three tribal chiefs—Osceola, Tecumseh, and Cochise—and their roles in American history.

McVicar, Kenneth, and Patricia Hardy. *People in America (from TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

Mitchell, George C. *Navajo Folklore.* Santa Monica, California: BFA Educational Media, 1969.

Format 4 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 5 Overall Recommendation 6

Navajo Folklore consists of imaginatively created filmstrips and cassettes illustrating Navajo culture through its folktales. Allegorical representations in the legends of real-life events or situations aid the student in understanding Navajo values, culture, and history.

Murphy, Donald J., and Floy Lanegan. *Indians of the Pacific Northwest.* Ellensburg, Washington: Educational Media, Inc., 1975.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 6 Overall Recommendation 6

These materials use a hands-on approach in exploring specific aspects of Native-American culture, such as clothing, food, transportation, social events, art, and occupations. Based on a TABA approach, students get a first-hand feeling for the values and cultures of Native-American groups. The Teacher's Guide includes materials for teachers to duplicate and suggested questions and ideas for further activities. The materials are thorough and creative in their portrayal.

Navajo Social Studies Project. *All About How Dennis Todacheeni Came to School* and *When I Come to School.* Albuquerque, New Mexico: University of New Mexico Press, 1969.

Format 2 Realism and Accuracy 5 Intercultural Understanding 6 Educational Quality 6 Overall Recommendation 6

All About How Dennis Todacheeni Came to School and *When I Come to School* are an innovative attempt to develop social studies curriculum materials for a specific ethnic sub-group in American society, the Navajo. Used to promote positive self-attitudes in school, the materials are well done, thoroughly developed, and attempt to be evaluative as well. The materials could serve as an exemplary model for designing curricula to suit the needs of ethnic groups other than the Native American.

Grades 7-12

Apenfels, Ethel. *The American Indian: A Study in Depth.* Tarrytown, New York: Schloat Productions, Inc., 1970.

Format 3 Realism and Accuracy 4 Intercultural Understanding 3 Educational Quality 2 Overall Recommendation 3

The American Indian, published in 1970, is characteristic of a watered-down, stereotypic approach to the teaching of Native-American culture. It is not a dynamic presentation, and it does not offer a pluralistic or sympathetic portrayal of these peoples. It is expensive by standard and does not compete with the more comprehensive materials developed since 1970.

Birch, Daniel. *Early Indian Cultures of North America.* Don Mills, Ontario: Fitzhenry and Whiteside Limited, 1974.

Format 3 Realism and Accuracy 3 Intercultural Understanding 3 Educational Quality 4 Overall Recommendation 3

These materials are a traditional survey of ancient Native-American cultures. They offer an historical overview or background, but because the scope is limited and the perspective narrow, the materials would not be terribly effective as the sole resource on Native Americans in an ethnic heritage curriculum.

Brown, Richard. *New Dimensions in American History.* Lexington, Massachusetts: D.C. Heath and Company, 1964-70.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 4 Overall Recommendation 4

These four units from the original Amherst Project, done between 1964-70, are sound historical materials using actual documents to describe the situations of Negroes in the South, Cherokees in Georgia, and immigrants, generally. As supplementary material in ethnic heritage studies they would prove useful, but their design and conception were not geared for use in years beyond the early '70s.

Bycel, Benjamin. *The American Indian: A Dispossessed People.* New York: Guidance Associates, 1970.

Format 4 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 4 Overall Recommendation 5

Although somewhat traditional in content, this resource would provide a good introductory lesson for a unit on Native Americans or for a survey course in United States history.

Erdoes, Richard. *The Sun Dance People: The Plains Indians, Their Past and Present.* New York: Random House, Inc., 1973.

Format 5 Realism and Accuracy 6 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

The Sun Dance People is an excellent study of the Native Americans of the Plains. The author, who lived with and studied the Plains Indians extensively, presents a provocative and concise picture of this culture and the results of its merge with American society. The effects of this assimilation are covered factually and without bias. The treatment of the problems and issues of Native-American life could easily be adapted to suit studies of other ethnic groups.

Finkelstein, Milton. *Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto

Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

The First American Towns and *The Foundations of Wealth* (from *The First Melting Pot Series*). Westport, Connecticut: Mass Communications, Inc., 1974.

Format **3** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **3** Overall Recommendation **4**

This is an inexpensive and easy-to-use set of filmstrips which illustrate the interrelationships among Spanish, Mexican, and Native Americans. The photographs are good and the material is comprehensive and accurate.

Frazier, Thomas R. *The Underside of American History: Other Readings*. New York: Harcourt Brace Jovanovich, Inc., 1973.

Format **1** Realism and Accuracy **5** Intercultural Understanding **6** Educational Quality **4** Overall Recommendation **5**

To offer something more than a "white" view of history, as is often done in traditional history texts, this book presents in an innovative manner first-hand information on minorities. It would be more effective if a Teacher's Guide on rationale and teaching strategies were available with the student text.

Glassner, Sherwin S., and Ethel J. Apenfels. *Minorities Have Made America Great*. Tarrytown, New York: Schloat Productions, Inc., 1969.

Format **0** Realism and Accuracy **1** Intercultural Understanding **2** Educational Quality **2** Overall Recommendation **2**

Although the materials are fairly factually accurate, there is distortion by omission. The instructional methods suggested are not very innovative or thoughtfully designed. While the filmstrips might usefully serve as part of a curriculum package, they would need to be balanced with other materials.

Hertzberg, Hazel, Alice Marriott, and Rachal R. Sudy. *The Great Tree and the Longhouse: The Culture of the Iroquois* and *Kiowa Years: A Study in Culture Impact* (from *Anthropology Curriculum Study Project*). New York; Macmillan Publishing Company, Inc., 1966-68.

Format **4** Realism and Accuracy **6** Intercultural Understanding **6** Educational Quality **6** Overall Recommendation **6**

Both of these units, developed under the *Anthropology Curriculum Study Project*, are well written, well designed, and are distinctly useful as ethnic heritage curriculum materials on the Native American. Because they are focused around an anthropological base, students should begin to recognize cultural and sociological universals and should begin to get a feel for the meaning of cultural pluralism.

Indians of the Southwest. Stanford, California: Multi-Media Productions, Inc., 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **3** Overall Recommendation **4**

This kit, from Multi-Media Productions, offers very little in-depth background on the history, traditions, geographic location, or culture of the Native Americans of the Southwest. There is very little attention to detail; most statements are in the form of traditional generalizations. The Teacher's Guide and the course suggestions are quite sketchy.

Jelks, Edward B. *American Indians of the Southeast.* Chicago: Coronet Instructional Media, 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Narrated by a Cherokee, these filmstrips accurately portray many aspects of the history and culture of the Native Americans of the Southeast. The script is well written, and the films are technically extremely well done. The set of materials is easily adaptable to suit diverse needs, yet could stand alone as the only resource needed in studying Native Americans in this particular geographic area.

Johnson, Elden. *American Indians of the Northeast.* Chicago: Coronet Instructional Media, 1971.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **3** Overall Recommendation **5**

These filmstrips illustrate the present-day lifestyles of the Native Americans of the Northeast and examine the role ancient traditions play in their modern lives. The Native-American narrator adds color and credence to the presentation. The films are accented by the use of contemporary paintings depicting the culture and historical events of these peoples.

Johnson, Elden. *American Indians of the Plains.* Chicago: Coronet Instructional Media, 1972.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **6**

This filmstrip/cassette kit is part of a series of Coronet audiovisual kits about Native Americans from various geographical areas. The content of these materials is extensive and accurate. Both the visuals and the narration are of excellent quality. For a teacher who chooses to focus on the life and experiences of a particular group of Indians, these materials provide a superior presentation.

Lange, Charles H. *American Indians of the Southwest.* Chicago: Coronet Instructional Media, 1970.

Format **4** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **4** Overall Recommendation **4**

The photographs in this set are quite well done. Although the content is comprehensive and thorough, there are a few instances where patronizing remarks are made, thus lowering the author's credibility somewhat. However, it remains a good, substantive resource for studying Native Americans.

McCandless, Lucie B. *The First Americans: Culture Patterns.* Tarrytown, New York: Schloat Productions, Inc., 1974.

Format **2** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Using a comparative approach, these materials guide the student in learning about the various cultures, traditions, and beliefs of the early, prehistoric-Native Americans. Looked at in-depth are the Paleo Indians, the Native Americans of the Arctic and of the Southwest, and the Mound Builders. Teachers may want to run the filmstrips several times to give students ample opportunity to extract as much content as possible. The Teacher's Guide is very helpful in its outlines and suggestions.

Mosenfelder, Donn. *Ethnic Studies: The Peoples of America.* New York: Educational Design, Inc., 1973.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **6**

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. However, the text is traditional in that it dwells on heroes or well-known citizens from specific ethnic groups, uses an historical approach, and inserts statements on ethnic patriotism to America.

The New York Times Book Company. *The Other American Minorities: The American Indian.* Mt. Kisco, New York: Teaching Resources Films, 1973.

Format **3** Realism and Accuracy **4** Intercultural Understanding **5** Educational Quality **5** Overall Recommendation **5**

The Other American Minorities presents valuable, unbiased, up-to-date ethnic heritage material on four visible minority groups: Native, Puerto Rican, Oriental, and Mexican Americans. Developed by the *New York Times*, the material is presented from many viewpoints and is accurate and authentic.

Plains Indian Social Studies Course: American Indian Curricula Development Program. Bismarck, North Dakota: American Indian Curriculum Development Program and United Tribes of North Dakota Development Corporation, 1974.

Format **4** Realism and Accuracy **5** Intercultural Understanding **4** Educational Quality **4** Overall Recommendation **4**

These materials are specifically designed for use with Native-American children. Although an interesting format makes the kit more appealing in its utility, the materials are of poor technical quality. Suggestions are included for helping the non-Native-American teacher use the kit.

Power of My Spirit: The American Indian. Chicago: Denoyer-Geppert Company, 1972.

Format **5** Realism and Accuracy **5** Intercultural Understanding **5** Educational Quality **6** Overall Recommendation **6**

Power of My Spirit focuses on the sociological development of the Native American in American mass culture. Designed to create an emotional impact on its users, the materials examine in-depth the influences the white and Native-American cultures have had on each other and the social injustices and hardships Native Americans are facing today. The materials are excellent, but would serve as a more well-rounded resource, if supplemented with materials highlighting the historical and cultural aspects of Native Americans.

The Role of the Indians in the American Revolution. Wilton, Connecticut: Current Affairs, 1974.

Format **3** Realism and Accuracy **2** Intercultural Understanding **2** Educational Quality **1** Overall Recommendation **0**

The idea of presenting the same graphics with narrations from two perspectives should be the basis for an exciting teaching strategy. Unfortunately, both narrations and the illustrations are very bad; they include distortions and basic inaccuracies. Some of the pictures are of poor quality; others are almost inflammatory. In most contexts, these materials would not do justice to the study of Native-American culture or history.

Scherer, Johanna Cohan. *Indian Images: Photographs of North American Indians 1847-1928.* Washington, D.C.: Smithsonian Institute Press, 1970.

Format 4 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Indian Images is a catalog of Smithsonian Institution photos of Native-American tribes. Although the collection contains no explicit teaching strategies or objectives, it could be used very easily and effectively with other materials in teaching the heritage of various Native-American tribes.

Suttles, Wayne. *American Indians of the North Pacific Coast.* Chicago: Coronet Instructional Media, 1971.

Format 4 Realism and Accuracy 6 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

This set is excellent. It presents in an accurate and vivid manner a complete historical and cultural study of Native Americans in the Northwest. It realistically depicts a diversity of life styles from a great many perspectives, thus avoiding a lack of credibility and increasing student awareness of the many-faceted problems facing contemporary Native Americans. The narrative, photography, and musical background are superb. The set, as a whole, is done with warmth and sensitivity.

STUDENT RESOURCES

Grades K-6

Baker, Betty. *The Medicine Man's Last Stand.* New York: Scholastic Book Services, 1963.

This is a delightful and lively tale of twin Apache children who are caught growing up between two cultures. Although the story itself is full of adventure and excitement, the meanings of assimilation, acculturation, and differences within a group come through very clearly. One does learn a bit about traditional and contemporary Apache life, but that is incidental to the character development of twins Melody and Ebon.

Buchan, Bryan. *Copper Sunrise.* New York: Scholastic Book Services, 1972.

This very sensitive and moving book tells of the friendship between a Canadian Indian and a Scot colonizer during the early settlement period. Cultural differences between the two ethnic groups are examined and the inevitable extermination of one is chillingly described.

Bulla, Clyde Robert. *Eagle Feather.* New York: Scholastic Book Services, 1953.

Although this book is illustrated by Tom Two Arrows and the setting is accurate, one does not get the feeling of reading about the realistic experiences of a Navajo boy. Eagle Feather experiences some exciting adventures, but his uncle, the villain, is not realistic. If students were reading several books about Navajos, this would be acceptable as an extracurricular supplement.

Bulla, Clyde Robert. *Squanto: Friend of the Pilgrims.* New York: Scholastic Book Services, 1954.

This is the story of a Native-American boy in New England who leaves his village to travel with a merchant ship. Upon his return, he finds everything changed and his village inhabited by pilgrims. It is a good story for incorporating adventure with the personal impact of cultural change.

Clark, Ann N. *In My Mother's House.* New York: Viking Press, Inc., 1969.

This is a story about a Native-American child and her daily life—her home, the people she lives with, her village, her food, and her environment. It is well illustrated and offers a well-rounded picture of the lives of Native-American Pueblos.

Deer, Ada. *Speaking Out* (from *Open Door Book Series).* Chicago: Children's Press, Div. of Regensteiner Publishing, 1970.

One of the *Open Door Book Series,* this illustrated book is an autobiographical sketch of the life of a Native American who, after encountering many obstacles, becomes a group social worker. Also included is a guide to careers in social work.

Fall, Thomas. *Wild Boy.* New York: Scholastic Book Services, 1965.

This story of the relationship between two boys—one a Mexican American, one a Native American—illustrates the trials involved in understanding others' cultures. Taking place in 1870 in west Texas, the book offers a vivid picture of the West as it shaped civilization.

Houston, James. *Ghost Paddle.* New York: Scholastic Book Services, 1972.

This book focuses on a Native-American family which contrives to make peace with a rival tribe. The class structure of the tribe, with its noblemen and slaves, is carefully depicted. The book is well developed, but rather gruesome in parts.

Keegan, Marcia. *The Taos Indians and Their Sacred Blue Lake.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1972.

Illustrated here is the story of the 65-year fight of the Taos Native Americans for legal ownership of their sacred Blue Lake. This dramatic and compelling story serves as an excellent case study in exposing the differences between Anglo and Native-American attitudes toward the land. Keegan also describes in narrative and in outstanding photographs the present culture of Pueblo Native Americans.

Lampman, Evelyn Sibley. *White Captives.* New York: Atheneum Publishers, 1975.

This is an autobiographical story of two young girls who are taken captive by the Tonto Apaches after they witness the killing of their parents and brother. It is written so that students can understand the sentiments of both the Native Americans and the whites. Illustrated in this easy-to-read story are cultural conflicts, differences in perceptions of culture, and examples of human hardships and plights.

Martin, Patricia Miles. *Indians: The First Americans.* New York: Parents Magazine Press, 1970.

This brief factual account of Native Americans on reservations begins with chapters describing the life styles of specific tribes before the settlers came. Discussed are the forces which led to tribe migration and reservation settlement and the sentiments which resulted. Although thorough in its discussion, the book is somewhat specialized and should be used with other resources on Native Americans.

McClellan, Jack. *Where is Home?* Boston, Massachusetts: Houghton Mifflin Company, 1970.

This well-written story of contemporary Navajo life illustrates the cultural conflicts

present in our ethnically diverse society today. In exploring the problems of ethnic identity and prejudice, the book elicits from students compassion and understanding for Navajos, Native Americans in general, and any other peoples who must solve the problems involved in coexisting cultures.

McGovern, Ann. *If You Lived with the Sioux Indians.* New York: Scholastic Book Services, 1972.

This book provides much sociological and historical information on the Sioux Native Americans. The illustrations are of excellent quality and the content itself has been validated by Frederick Dockstader, the Director of the Museum of the American Indian, Heye Foundation.

McGovern, Ann. *Little Wolf.* New York: Scholastic Book Services, 1965.

This is a short story which may be used as a supplemental outside reader or may be read in class to highlight discussions of other cultures. It is a story of a young Native American who chooses to study plants rather than hunt and kill like his father. The story revolves around the conflicts he faces in making this choice.

McNeer, May, and Lynd Ward. *The American Indian Story.* New York: Ariel Books, Div. of Farrar, Straus and Giroux, Inc., 1963.

This book opens with a vignette of daily life in a variety of tribes. It suggests the great diversity among these first American settlers, but also shows the universal characteristics of man. Several Native-American cultures are described through folktales, through the lives of particular heroes, and through short descriptions of particular events. Some subjects illustrated are Chief Joseph's journey, the Cherokee alphabet, and a Sun Dance held in modern times. Diverse as the subject matter is, the book is tight and the material is sensitively presented.

Miles, Miska. *Annie and the Old One.* Boston, Massachusetts: Little, Brown and Company, 1971.

Annie is a Navajo child. She dearly loves her grandmother and tries to prevent time from passing so that the old woman will not die. Through the wisdom of the old woman, the young girl comes to realize that all people are part of nature's design. The illustrations, by Peter Parnall, are of superb quality.

Pine, Tillie S. *The Indians Knew.* New York: Scholastic Book Services, 1957.

This illustrated book first describes various scientific phenomena which were understood by Native Americans and then outlines experiments for students to conduct which will prove these principles. The activity-oriented approach makes the book unusual, exciting, and appealing for elementary students.

Powers, William K. *Here is Your Hobby: Indian Dancing and Costumes.* East Rutherford, New Jersey: G.P. Putnam's Sons, 1966.

The author, once adopted by and having spent 16 years with the Native Americans, has offered students the results of his research. He illustrates the importance and impact music and dance have had on the Native American. Photographs show authentic costumes worn by native dancers.

Smucker, Barbara C. *Susan.* New York: Scholastic Book Services, 1966.

The serious disorientation that accompanies Native-American relocation from reservation to city life is depicted in this story of a Chippewa family which moves

from Wisconsin to Chicago to earn a living. Susan, the daughter of the family, and her adjustment to a city school are the focal points of the novel. Difficulties in the use of such practical items as alarm clocks and gas stoves make the dislocation process more meaningful to students.

Sutton, Felix. *Indian Chiefs of the West.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1970.

The brief introduction to this illustrated collection of biographies defines the Plains Indians and describes the "winning of the West" by the United States. Covered in-depth are the lives of five famous chiefs: Chief Joseph, Sitting Bull, Sequoyah, Crazy Horse, and Geronimo. There is some question about the inclusion of Sequoyah in a book on Native Americans of the West, and the author does make a disclaimer on this point.

The Weewish Tree: A Magazine of Indian America for Young People. San Francisco, California: Indian Historian Press, 1974.

This monthly magazine for students which comes out only during the school year contains stories, recipes, poems, and drawings about and by Native Americans. Developed by Native Americans, it offers valuable teaching ideas for studying this ethnic group.

Whitney, Alex. *Stiff Ears: Animal Folktales of the North American Indian.* New York: Henry Z. Walck, Inc., 1974.

These animal folktales taken from the Hopi, Pawnee, Chippewa, Chinook, Iroquois, and Cherokee give elementary readers a good feeling for the different cultures and beliefs of the various Native-American tribes.

Wilson, Holly. *Snowbound in Hidden Valley.* New York: Scholastic Book Services, 1957.

This story of a group of young Native Americans aids students in looking at America as a conglomeration of many types of peoples. It approaches ethnic studies from the melting pot perspective: that skin color, customs, and traditions become unimportant as assimilation and acculturation take place.

Yellow Robe, Rosebud. *An Album of the American Indian.* New York: Franklin Watts, Inc., 1969.

This book, which includes illustrations and photographs of high quality, discusses the Native American's first encounters with white men, wars with white men, reservation life, and the Native American in a modern age. Although it is a brief account, it does give a good, general description of the history of Native Americans.

Grades 7-12

Allen, Terry. *The Whispering Wind: Poetry by Young American Indians.* New York: Doubleday and Company, Inc., 1972.

This collection of poems by young Native-American poets reflects their feelings on a range of topics from Indian lore to Vietnam. Brief biographical descriptions precede each poet's work. The themes are varied and would be applicable to ethnic heritage studies or to disciplines such as language arts or English.

The American Indian Series. Columbus, Ohio: Xerox Education Publications, 1974.

This series of colorful posters depicts Native Americans in the Northwest, South-

east, Northeast, Southwest, and on the Midwestern Plains. The series contains drawings, map displays of various tribes, maps of regions portrayed, examples of tools and artifacts used, artwork, and depictions of dwellings. The posters are well done and appropriate for upper elementary through secondary level students.

Arnof, Dorothy S. *A Sense of the Past: Readings in American History.* New York: Macmillan Publishing Company, 1962.

This traditional collection of readings in United States history includes one selection on immigration and short primary accounts of Native Americans, Afro Americans, and Mormons.

Baylor, Byrd. *Before You Came This Way.* New York: E. P. Dutton and Company, Inc., 1970.

This beautifully designed book was inspired by the unusual drawings on rock left by early man in the Southwest. The paintings themselves were originally redrawn by Bahti on Amati paper, a rough handmade bark paper made by the Otomi Indians of Pueblo, Mexico. This book relates the story of what the petroglyphs must have meant to those people. The flavor of this medium is captured in this unique book.

Borland, Hal. *When the Legend Dies.* New York: Bantam Books, Inc., 1963.

This very moving and readable book is the story of a young Native American who struggles in the white world and finally extricates himself from the alien culture to live in the wilderness. It serves as a starting place for students to begin to consider the conflicts involved with two cultures existing simultaneously under one government.

Burnette, Robert, and John Koster. *The Road to Wounded Knee.* New York: Bantam Books, Inc., 1974.

Presented are the historical background and social conditions which led to the Wounded Knee Rebellion in 1973. Written by the tribal chairman of the Rosebud Sioux, this illustrated book provides accurate accounts of and insights into the Indian movement of the 1970s. It serves as a good source for looking at the Native American and the government and civilian attitudes toward these original settlers.

Capps, Benjamin. *The Indians.* New York: Time-Life Books, Div. of Time, Inc., 1973.

One of the *Time-Life* books covering aspects of American life, this colorful narrative presents a human, cultural history of the Native American.

Compton, Margaret. *American Indian Fairy Tales.* New York: Dodd, Mead and Company, Inc., 1971.

This is a reissue of a collection of Indian legends first published in 1895 from material collected in the 1870s and '80s. However, the illustrations and introduction are new. A few legends are identified with a particular tribal group, but most are simply about "Indians." Most of the stories center on giants, witches, serpents, and people rising from the dead. Students might find these stories disturbing because they do not seem to represent what current scholarship suggests about the role of legend in Native-American cultures. Teachers using the book should point out to students that the early researchers had been reared on Brothers Grimm tales.

Cummings, Tom, and Sampson Martines. *The Anglos and the Mormons Come to Ramah.* Ramah, New Mexico: Ramah Bilingual Education Project, 1974.

Written from a Navajo perspective, this illustrated booklet conveys to the reader the personal feeling of invasion which came when the Anglos arrived and began to take over Indian land. Describing trading posts, reservations, and government policies, the text explains the Native Americans' use of the white man's laws to retaliate. This book offers students an opportunity to understand and perhaps identify with strong pride of heritage.

Deloria, Vine, Jr. *Custer Died for Your Sins.* New York: Macmillan Publishing Company, Inc., 1969.

Bumbling bureaucrats, parasitic anthropologists, and alcoholic missionaries are the target of this witty attack which characterizes the Red Revolt. Deloria's humor is double-edged and makes this tirade good and exciting reading. It is an excellent introduction to updated examinations of the status of Native Americans today.

Deloria, Vine, Jr. *We Talk, You Listen.* New York: Macmillan Publishing Company, Inc., 1970.

Deloria's book is based on the premise that poor government is responsible for the squalor of cities, the lack of real gain in civil rights, and the ecology crisis. Attacking the patronizing approach he feels most Americans have toward ethnic minorities, he suggests that for these reasons Native Americans are forced to return to a rural life and a tribal form of government.

Dennis, Henry C. *The American Indian 1492-1970.* Dobbs Ferry, New York: Oceana Publications, Inc., 1971.

This book provides a chronology of events significant in Native American history. This chronology and the related sections on famous names, important contributors to history, past and present, and the appendices and bibliographies provide answers to the identities of Native Americans, their status today, their adjustment to white America, their social condition today, and their hopes for a better life.

Farb, Peter. *Man's Rise to Civilization.* New York: Avon Books, 1968.

This well-illustrated book, designed to relate the Native American with the white American, provides insights into American cultural evolution and behavior and attitudes which, in many instances, have roots in Native American societies. Following historical background, part three, "Societies under Stress," discusses the Native American's modern relations with and acculturation into white America. A detailed bibliography, notes, sources, and a complete index is included. This book can serve as a good reference and provides a realistic and personal look at the Native American.

Fellows, Donald Keith. *A Mosaic of America's Ethnic Minorities.* New York: John Wiley and Sons, Inc., 1972.

This book gives the reader broad perspectives on ethnic heritage, acculturation, assimilation, imprints on America by ethnic groups, and future trends. It provides historical, statistical, and visual information on Blacks, Mexicans, Native Americans, Chinese, Japanese, and Puerto Ricans. Very readable and containing review and discussion questions, this book could serve as an excellent text for high school students. The material offered on these ethnic groups is easily transferrable to other groups.

Garfinkel, Stanley. *The Indians in America.* Chicago: Claretian Publications, 1974.

This booklet encyclopaedically covers such topics as the origins of the Native

American, major cultures, the coming of the white man and the results of this confrontation, government policies, and Native-American contributions to American life. Designed for high school students of average or better reading abilities, the book, although not concentrating heavily on any one area, would be a useful tool in a brief, general unit on Native Americans.

Georgakas, Dan. *The Broken Hoop: The History of Native Americans from 1600-1890, Atlantic Coast to the Plains.* New York: Zenith Books, Div. of Doubleday and Company, Inc., 1973.

A history of Native Americans from 1600-1890, from the Atlantic Coast to the Plains, this well-illustrated text is very readable for both junior and senior high students. It chronicles the fatal relationship between the European settlers and the indigenous Indian population. It focuses on the saga of the Iroquois of the Northeast, the Seminole and Cherokee in the Southwest, and the Sioux and Cheyenne on the Plains. Native-American leaders are presented in the context of one continuous struggle against alien invasion.

Georgakas, Dan. *Red Shadows: The History of Native Americans from 1600-1900, From the Desert to the Pacific.* New York: Zenith Books, Div. of Doubleday and Company, Inc., 1973.

This history spans Native Americans from 1600 to 1900, from the desert to the Pacific Coast. Photographs vividly support passages. To give students a feeling for Native-American culture, the book, rather than using a standard vocabulary, employs direct quotes and poetic imagery practiced by Native Americans. Through this technique students identify more realistically with the Native-American perspective and culture.

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of America's ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white Protestant Americans are incorporated into the text.

Harris, Christie. *Raven's Cry.* New York: Atheneum Publishers, 1969.

This is a well-written, exciting, and moving story about the Haidas, a proud and cultured Native-American tribe. The story begins in 1775 relating the story of the white man's fur trade. It vividly describes the costumes, traditions, art, history, and life of the Haidas and the white man's brutal destruction of these people and their culture. It is an excellent focus on the Haidas and serves as a good comparison when studying the histories of Native-American peoples.

Harris, Christie. *Sky Man on the Totem Pole?* New York: Atheneum Publishers, 1975.

This is a story about the Northwest Native-American legend of Temlaham, the Man-from-the-Sky who came down to earth, stole an Indian Princess, and returned many years later with six grown children. The author incorporates this ancestral legend with our knowledge of space today and our twentieth century technology. What results is a creative, fascinating speculation on legend as an interpretation of fact—a good start in teaching Indian folklore.

Hofsinde, Robert. *Indian Games and Crafts.* New York: William Morrow and Company, 1957.

This book presents detailed instructions for making simple game equipment for 12 different games and for playing them as the Native Americans did. Each step is carefully described and illustrated, and the necessary materials, all readily available, are listed.

Josephy, Alvin M., Jr. *The Indian Heritage of America.* New York: Bantam Books, Inc., 1968.

This is an excellent book on Native Americans for both students and teachers. Each chapter covers a different Native-American tribe and the corresponding geographic location of each. Explored are such things as attitudes toward Native Americans, stereotypes, the white man's conquest of the Indians, and the Native Americans and their fight for survival. The book is well written and could be used as the only resource in covering Native-American heritage.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Levine, Stuart, and Nancy O. Lurie. *The American Indian Today.* Baltimore, Maryland: Penguin Books, Inc., 1972.

Native-American and white anthropologists explore the Native-American identity today in light of firmly-rooted, traditional values. Their findings are supported by a series of case studies which examine current problems confronting Native Americans. Nationalistic trends, current tendencies, acculturation, governmental relations, and education are major topics of this study. Included are highly detailed maps, topical bibliographies, illustrations, and a complete index.

Levy, Eugene, and John Renaldo. *America's People.* Glenview, Illinois: Scott, Foresman and Company, 1975.

Consisting of 15 topics, this book is made up almost entirely of primary sources. However, each section has a brief author's introduction and a few questions on the readings. Ethnic groups discussed include: Native Americans, British, Irish, northern and southern Europeans, Blacks, Jews, Asians, Mexicans, and Puerto Ricans. There are also chapters on nativism and the position of ethnic groups in America today.

Marriott, Alice, and Carol Rachlin. *American Epic: The Story of the American Indian.* New York: New American Library, Inc., 1969.

This student resource presents a human side of Native-American history that covers pre-Columbian to contemporary "Red Power" events. The effects of European and European-American contacts on interrelationships among the cultures of the New World is explored. The book contains good photographs and a useful index and bibliography.

McLuhan, T. C. *Touch the Earth: A Self-Portrait of Indian Existence.* New York: Promontory Press, 1971.

This book is a beautifully illustrated selection of statements and writings by Native Americans. The passages are arranged chronologically, illuminating the course of Native-American history, values, and culture. It is a moving book and well worth reading, but should be used as a supplement with other materials.

Momaday, N. Scott. *House Made of Dawn.* New York: New American Library, Inc., 1968.

This contemporary story is about Abel, a Native American, who lived during the years immediately following World War II. It tells of his adjustment back to Indian ways. It illustrates the conflict between the Native-American and white cultures, and Abel's dealing with this problem. It serves as a good supplement in studying Native Americans.

Moquin, Wayne, and Charles Van Doren. *Great Documents in American Indian History.* New York: Praeger Publishers, Inc., 1973.

Compiled in this volume are a series of readings about some of the nearly 400 Native-American tribes in the United States. The author compares the similarities and differences between tribes and American culture by exploring the texture of tribal life, the confrontation with the white man, and the twentieth century problems facing Native Americans. Included is a glossary of Native-American tribe information in the back of the book.

Muench, David, and Donald Pike. *Anasazi: Ancient People of the Rock.* Palo Alto, California: American West Publishing Company, 1974.

This full-color, photographic essay collection highlights the beauty, terror, and mystery of the ancient people of the Southwest. In examining the ruins and artifacts in Colorado, New Mexico, Arizona, and Utah, students see the Pueblos depicted as the "ancient ones" in this pictorial history.

Murphy, Sharon. *Other Voices: Black, Chicano and American Indian Press.* Dayton, Ohio: Pflaum/Standard, 1974.

This book presents the field of journalism and communication to the minority high school student. Although it might be designed for a course in English or career education, it provides a valuable resource for ethnic studies of Black, Chicano, and Native Americans. For each of the three groups a bibliography, an address listing of state newspapers and periodicals, and a "Try It Out" section with various activities is provided. This resource has historical background as well as a relevant current emphasis.

National Geographic Society. *The World of the North American Indian.* Washington, D.C.: National Geographic Society, 1974.

The narrative and illustrations, spanning the entire Native-American history, provide a vivid account of the Native-American beliefs, customs, crafts, and accomplishments. Historical events and discussions of varying tribal customs are integrated into an excellent resource for readers and non-readers.

Oosterman, Gordon. *The People: Three Indian Tribes of the Southwest.* Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1973.

This book is about the Cherokee, Navajo, and Zuni tribes. It explores the location and reasons for their specific settlement and looks at the basic differences in tribal

experiences and customs. It is fully illustrated with photos, maps, and graphs. Suggestions for further reading are included at the end of each section.

Pearson, Keith L. *The Indian in American History.* New York: Harcourt Brace Jovanovich, Inc., 1973.

The significance of the Native American's contribution to American culture is explored in this paperbound text. It is not a history of individual Native Americans or Native-American tribes but rather of the relationship between Native Americans and whites and the role that Native-American societies played in the development of the United States. The book is well organized, well illustrated, and contains suggestions for further reading at the end of each unit or case study.

Porter, C. Fayne. *The Day They Hanged the Sioux and Other Stories from Our Indian Heritage.* New York: Scholastic Book Services, 1974.

Nine short stories relate the lives of famous Native-American heroes. They range chronologically from the sixteenth to the twentieth century. Primary sources are used when appropriate. All of the stories are carefully researched and an appendix includes a brief sampling of folklore.

Robinson, Maudie. *Children of the Sun: The Pueblos, Navajos, and Apaches of New Mexico.* New York: Julian Messner, Div. of Simon and Schuster, Inc., 1974.

This well-written book discusses the history, tribal customs, arts, and life styles of New Mexico's Pueblo, Navajo, and Apache Indians. It provides a map which shows the present location of each group. The photographs are of excellent quality and are carefully tied to the narrative.

Smucker, Barbara C. *Wigwam in the City.* New York: E. P. Dutton and Company, Inc., 1966.

This realistic story about Susan Bearskin reflects the plight of many Native Americans today who have to move to large cities and adjust to strange and sometimes frightening ways. Susan's experience is designed to help students empathize with those of other cultures and understand the problems they may have assimilating into American life.

Steiner, Stan. *The New Indians.* New York: Dell Publishing Company, Inc., 1968.

This detailed report and analysis of the "Red Power" movement describes the revolt against the white man's culture and the Anglo American's idle, if not somewhat negative, attitude toward tribal culture. The book is illustrated and contains a selected bibliography.

Van Every, Dale. *Disinherited: The Lost Birthright of the American Indian.* New York: Avon Books, 1966.

This is a detailed history of five civilized Native-American tribes—Choctaw, Cherokee, Creek, Chickasaw, and Seminole—and the United States government's dispersal of them. A chronological, narrative style makes this book very readable and a good resource for students to learn the details of one of America's tragedies. It contains maps, a bibliography, and a very complete index.

Viewpoints: Red and Yellow, Black and Brown. Minneapolis, Minnesota: Winston Press Inc., 1972.

One of a series, this composite of 39 selections focuses on racism and the struggle of minorities in the United States to achieve equality. The theme that permeates

this photo-essay narrative is a growing sense of pride among the people in their rediscovered heritages.

Vogel, Virgil J. *This Country Was Ours: A Documentary History of the American Indian.* New York: Harper and Row, Publishers, Inc., 1974.

This is a thorough, chronological history of the Native American from prehistory to the present. Through the use of a variety of materials (laws, treaties, letters, official reports, court decisions, and party platforms), Vogel reveals the injustices the white man has committed against the Native American. This book could be used by itself in the teaching of Native-American history in a realistic and factual way. Included also is a bibliography of materials on Native Americans.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Wax, Murray L. *Indian Americans: Unity and Diversity (*from *Ethnic Groups in American Life Series).* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

The primary function of this text is to serve as an orientation to the contemporary situations and problems of the Native American. It also provides extensive references to primary sources and informational guides on Native Americans. Designed for the "concerned reader," it is aimed at those who want to learn more and possibly influence decisions affecting Native-American peoples. Statistical tables complete the brief, but inclusive, anthology.

Witheridge, Elizabeth. *Just One Indian Boy.* New York: Atheneum Publishers, 1974.

The author spent four years researching this book in northern Minnesota; consequently the character of Andy, the Indian boy, is based on several Native-American boys in that region. It relates a vivid account of Andy's feelings and conflicts as a Native American who lives in both the white and Native-American worlds.

Worton, Stanley. *The First Americans.* Rochelle Park, New Jersey: Hayden Book Company, Inc., 1974.

This resource on Native Americans examines and analyzes the current relationship between the Native American and the white man and discusses the differences between tribal government and the United States government.

TEACHER RESOURCES

Brandon, William. *The American Heritage Book of Indians.* New York: Dell Publishing Company, Inc., 1961.

This is an attempt to trace the history of all Native Americans from prehistoric times to the present. Providing a discussion and a geographical survey of 177 Native-American tribes, the book serves as a compact, concentrated overview of Native-American history.

Brody, Eugene B. *Minority Group Adolescents in the United States.* Baltimore, Maryland: Williams and Wilkins Company, 1968.

This collection may be useful in one of two ways. First, for the teacher who deals with minority students on a daily basis, the volume may aid the teacher's sensitivity to, and perceptions of, the psychological problems and stresses of these students, especially in terms of biculturality. Second, the book is a source of substantive information which can serve as a base for a course of study on contemporary minority cultures and problems.

Burnette, Robert, and John Koster. *The Road to Wounded Knee.* New York: Bantam Books, Inc., 1974.

Presented are the historical background and social conditions which led to the Wounded Knee Rebellion in 1973. Written by the tribal chairman of the Rosebud Sioux, this illustrated book provides accurate accounts of and insights into the Indian movement of the 1970s. It serves as a good source for looking at the Native American and the government and civilian attitudes.

Chronicles of American Indian Protest. New York: Council on Interracial Books for Children, 1971.

This collection is just what the title suggests, a compilation of chronicles and stories about many of the conflicts Native Americans have had with the white civilization in America. Drawn from a variety of sources, the readings deal with the resistances and wars which have occurred from the time of King Philip's War in 1675 to the emergence of Red Power.

Deloria, Vine, Jr. *Behind the Trail of Broken Treaties: The Indian Declaration of Independence.* New York: Dell Publishing Company, Inc., 1974.

In November 1972, an Indian caravan named the "Trail of Broken Treaties" arrived in Washington, D.C. to present President Nixon a Twenty Point Program for the reassessment and resolution of government-Indian relations. The incident has been more noted for the "ransacking" of the Office of the Bureau of Indian Affairs than for the context of the Twenty Point Program and the response of the federal government to the plan. Deloria argues that the Nixon administration's answer was totally inadequate from the Indians' point of view. The author believes the answer was inadequate because there has been a fundamental misunderstanding between Indians and the government for decades. Deloria sets out to clarify this misunderstanding by tracing the history of the governing relationship and Indian-government treaties. Much of the narrative is concerned with the goals of the recent Indian "movement," and thus contemporary emphasis makes the book of interest to students.

Deloria, Vine, Jr. *God Is Red.* New York: Grosset and Dunlap, Inc., 1973.

This book is a manifesto urging Americans to discard the western, Judeo-Christian religion and adopt the religiosity of the Native American. The author believes that only by escaping a foreign theology and social thought and turning to Native American ideas can Americans gain an adequate, functional idea of God. Although this is an interesting, specialized notion presented by a leading Native-American spokesman, it must be recognized in context as being a very narrowly biased perspective.

Deloria, Vine, Jr. *We Talk, You Listen.* New York: Macmillan Publishing Company, Inc., 1970.

Deloria's book is based on the premise that poor government is responsible for the

squalor of cities, the lack of real gain in civil rights, and the ecology crisis. Attacking the patronizing approach he feels most Americans have toward ethnic minorities, he suggests that for these reasons Native Americans are forced to return to a rural life and a tribal form of government.

Faderman, Lillian, and Barbara Bradshaw. *Speaking for Ourselves.* Glenview, Illinois: Scott, Foresman and Company, 1969.

This collection contains six sections of writings, short stories, poetry, and essays of ethnic writers. Each chapter is devoted to a specific ethnic group. Blacks, Orientals, Spanish, Jewish, Native Americans, and white ethnic groups are represented. Many topics, issues, and problems are examined. The collection may be used as historical and contemporary documents for social studies courses or in an ethnic literature course in which the teacher may want to devote some time to American ethnic writers and writings.

Fuchs, Estelle, and Robert Havighurst. *To Live on This Earth: American Indian Education.* New York: Anchor Press, Div. of Doubleday and Company, Inc., 1973.

To Live on This Earth is an exhaustive study of the nature of education Native Americans receive and have received in the United States. It deals with a number of important issues and problems, such as the identity and location of contemporary Native Americans and the difficulties and subsequent achievement levels resulting from cultural assimilation into American schools. It looks at the Native-American child as being immersed into a variety of school milieu, teachers, and curricula. The book criticizes the education of the Native American and calls for an increasing voice in the education of their own children.

Gomez, Rudolph, Clement Cottingham, and Russell Endo. *The Social Reality of Ethnic America.* Lexington, Massachusetts: D. C. Heath and Company, 1974.

This is a collection of 27 essays on four ethnic groups in America: Afro Americans, Native Americans, Japanese Americans, and Mexican Americans. Each section represents a sampling of scholarly and "lay" writings from which a number of very important themes and concepts emerge.

Henry, Jeannette. *Textbooks and the American Indian.* San Francisco, California: Indian Historian Press, 1970.

This book is a collection of evaluations of texts, readers, and other instructional materials often used in public schools. The materials are evaluated according to the accuracy and objectivity of content and the general treatment Native Americans receive in the books. Specific disciplines covered are American history and geography, state and regional history, government and citizenship, Native-American studies, and world history and geography. Chapter III briefly describes the criteria upon which the evaluations are based.

Josephy, Alvin M., Jr. *The Indian Heritage of America.* New York: Bantam Books, Inc., 1968.

This is an excellent book on Native Americans for both students and teachers. Each chapter covers a different Native-American tribe and the corresponding geographical location of each. Explored are such things as the attitudes toward Native Americans, stereotypes, the white man's conquest of the Indians, and the Native Americans today and their fight for survival. The book is well written and could be used as the only resource in covering Native-American heritage.

Kane, Michael B. *Minorities in Textbooks.* New York: New Viewpoints, Div. of Franklin Watts, Inc., 1970.

Kane's study was one of a series analyzing the minority content of social studies texts. Forty-five social studies texts were chosen on the basis of widespread use in American schools. The format for analysis included four categories: textbook treatment of Jews, treatment of minorities under Nazism, treatment of Blacks in America, and treatment of other minorities. Seven criteria were employed in assessing the content: inclusion or omission; validity; balance; comprehensiveness; concreteness; unity; and realism. Users of this book are cautioned to remember that this book was an attempt to find out about the content of textbooks in terms of major minority groups and it was not designed to be an evaluative tool to assess individual books.

Kegg, Martin, Jr. *Visual Aids for Ojibwe Language: Elementary School Course.* St. Paul, Minnesota: Minnesota State Department of Education, 1974.

Although these sketches seem fairly useless as separate entities, they might make more sense used with the course outline for studying the Ojibwe language.

Kramer, Judith R. *The American Minority Community.* New York: Thomas Y. Crowell Company, 1970.

This is a very scholarly treatment of racial and ethnic minorities in America in which Kramer dwells extensively on the community relationship to minority groups. Within that central theme, the gamut of ethnic and racial minorities is treated.

League of Women Voters of Minneapolis. *Indians in Minneapolis.* Minneapolis, Minnesota: League of Women Voters of Minneapolis, 1968.

Although the study is confined specifically to one area, the principles applied and the methods and reasons for gathering such information serve a general purpose in studying and comparing other Native-American groups.

Levine, Stuart, and Nancy O. Lurie. *The American Indian Today.* Baltimore, Maryland: Penguin Books, Inc., 1972.

Native-American and white anthropologists explore the Native-American identity today in light of firmly-rooted, traditional values. Their findings are supported by a series of case studies which examine current problems confronting Native Americans. Nationalistic trends, current tendencies, acculturation, governmental relations, and education are major topics of this study. Included are highly detailed maps, topical bibliographies, illustrations, and a complete index.

Minnesota State Department of Education. *Ojibwe Language: A Course for Elementary Schools.* St. Paul, Minnesota: Minnesota State Department of Education, 1971.

This is a course outline for the study of the Ojibwe language which makes the accompanying visual aids meaningful and pertinent.

Moquin, Wayne, and Charles Van Doren. *Great Documents in American Indian History.* New York: Praeger Publishers, Inc., 1973.

Compiled in this volume are a series of readings about some of the nearly 400 Native-American tribes in the United States. The author compares the similarities and differences between tribes and American culture by exploring the texture of tribal life, the confrontation with the white man, and the twentieth century problems facing Native Americans. Included is a glossary of Native-American tribe information.

Profile of the Montana Native American. San Francisco, California: Urban Management Consultants of San Francisco, Inc., 1974.

This report offers statistical information on the socioeconomic status of the Montana Indian population and analyzes their participation in government service programs. The data was compiled in order to aid in government decision making on revenue sharing allocations. The volume would only be helpful to the teacher in that it supplies current census-type data on the contemporary Native American.

Sherk, H. G., and H. Callihoe. *Cross-Cultural Education Study Tour.* Edmonton, Alberta: Government of Alberta, Department of Education, 1973.

After visiting several school systems where bicultural programs had been implemented, Sherk and Callihoe tried to pinpoint the general principles involved in instigating such a program and to assess the needs meriting bicultural/bilingual education. Their particular study was focused on the specific problems of the Native American, and, although these problems are different in content from group to group, they could be generalized to apply to other ethnic groups.

Spicer, Edward. *A Short History of the Indians of the United States.* New York: Van Nostrand Reinhold Company, 1969.

Spicer's book has two principal components. The first is a narrative which discusses major topics in the history of the Native American from 1540 to 1967. It looks at specific Native-American tribes and the ways in which they interacted and dealt with the growing Anglo population, technological advances, and government policies. The second component is a series of documents related to the history of Native Americans, offering Indian and white perspectives. Also described and analyzed are Native-American prophets and recent spokesmen.

Steiner, Stan. *The New Indians.* New York: Dell Publishing Company, Inc., 1968.

This detailed report and analysis of the "Red Power" movement describes the revolt against the white man's culture and the Anglo American's idle, if not somewhat negative, attitude toward tribal culture. The book is illustrated and contains a selected bibliography.

Traders on the Navajo Reservation: A Report on the Economic Bondage of the Navajo People. Window Rock, Arizona: Southwestern Indian Development, Inc., 1968.

This is an indictment of the practices and of the very existence of the reservation trading post. Introduced in the late 1860s, it has become, over the course of time, the principal link between reservation Native Americans and the Anglo world. The book depicts the reservation trading post as an instrument of oppression and compares statistical data on the profit of traders with the economic situation of the Navajo.

Vizenor, Gerald Robert. *Escorts to White Earth: 100 Year Reservation 1868-1968.* New York: Four Winds Press, 1968.

This volume is composed of selected readings about the peoples of the White Earth, Minnesota, Reservation, a reservation begun in 1868 for the Ojibwe. The book is a celebration of the "great personal strength of a beautiful people . . . ."

Vogel, Virgil J. *The Indian in American History.* Evanston, Illinois: Integrated Education Associates, 1968.

Vogel presents a case against a number of American historians for their maltreat-

ment of Native Americans in United States textbooks. He documents four specific ways used in distorting Native-American history: obliteration, defamation, disembodiment, and disparagement. Examples of this distortion, not necessarily resulting from conscious malice, are cited in his survey of over 100 American history textbooks. Included are a list of recommended books free from the problems Vogel excoriates and a bibliography of books dealing with the Native American impact on our culture.

Vogel, Virgil J. *This Country Was Ours: A Documentary History of the American Indian.* New York: Harper and Row, Publishers, Inc., 1974.

This is a thorough, chronological history of the Native American from prehistory to the present. Through the use of a variety of materials (laws, treaties, letters, official reports, court decisions, and party platforms), Vogel reveals the injustices the white man has committed against the Native American. This book could be used by itself in the teaching of Native American history in a realistic and factual way. Included also is a bibliography of materials on Native Americans.

Wagley, Charles, and Marvin Harris. *Minorities in the New World: Six Case Studies.* New York: Columbia University Press, 1958.

Presented are case studies of six minority groups examined in the context of their host societies. Two of these—Blacks and Jews—pertain directly to the United States. The other chapters deal with minorities in other areas of the Western Hemisphere—Indians in Brazil and Mexico, Blacks in Martinique, and French in Canada. Although these chapters have no direct pertinence to the United States, interesting comparisons may be made. In the introduction, the authors provide an anthropological conclusion of general interest to those studying ethnic heritage.

Wax, Murray L., and Robert W. Buchanan. *Solving "The Indian Problem": The White Man's Burdensome Business.* New York: Franklin Watts, Inc., 1975.

This is a glimpse of the history of the contact between two sets of diverse peoples—European invaders and Native-American tribes. There have been many approaches to and rationales about this encounter, but the Native American was always seen as a problem requiring a solution. This collection documents the changes in the practices and ideology of the white man's dealing with "The Indian Problem." The book is unusual in that it provides a century of selected *New York Times* editorials and articles on how whites have related to the Native American.

Wrone, David R., and R. S. Nelson. *Who's the Savage?: A Documentary History of the Native North Americans.* New York: Fawcett World Library, 1973.

Who's the Savage? is an historical documentary which ranges chronologically from very early contacts between whites and Native Americans to the failure of American institutions to deal adequately and justly with Native Americans today. The readings and documents collected are selective but very wide ranging.

FILMS

Baerreis, David A. *Indian Influences in the United States.* Chicago: Coronet Films.

This film depicts Native Americans in the hackneyed light of "what the white man owes the Indians." It offers no unique perspectives or insights with which to study Native Americans as an ethnic group.

The Forgotten American. New York: Carousel Films, Inc., 1968.

The Forgotten American is about Native Americans who live at Window Rock, Arizona, the country's largest Navajo reservation. Much of the film focuses on some of the complex problems of reservation life: high infant mortality, short life span, high suicide rate, economic poverty, and the "poverty of spirit." Viewers are shown scenes from reservation schools and industrial endeavors. The difficulties encountered by Indians who move to cities in search of jobs is also explored. The film helps put contemporary Indian concerns in a historical context, and it effectively points up differences between Indian and Anglo cultures.

Lewisohn, Walter P. *American Indians As Seen by D. H. Lawrence.* Chicago: Coronet Films.

Based on D. H. Lawrence's writings about Native Americans in the Southwest, this is an artistic film about the art, customs, and life styles of these peoples. It is a rather slow-moving film and will probably be of interest only to those students who are highly sensitive to the culture and problems of the Native American.

Mitchell, Wayne, Film. *Indian Boy of the Southwest.* Santa Monica, California: BFA Educational Media.

This film provides an interesting collage of the life of Hopi Indians in a world where new ways are often in conflict with older customs and beliefs. In examining contemporary life styles, students get a feel for the Hopi's constant decision of what old ways to retain and what new ways to adopt.

Navaho: Study in Cultural Contrast. Chicago: Journal Films.

This film looks at the simple life style of the Navajo people, with emphasis on tribal customs, traditions, culture, and values. No effort is made to explore the variety of life styles among the Navajo, nor is their contact with Anglo society mentioned in any way.

New Document Productions. *Indian Boy in Today's World.* Chicago: Coronet Films.

A story about nine-year-old David, a Makah Indian from Washington state, who must move from his native reservation to Seattle. The move is made so David's father can find work. He leaves behind the love of the natural things he and his friends have grown up with and faces the challenges of a non-Indian life in the city.

Roe, Stuart, Film. *Minority Youth: Adam.* Santa Monica, California: BFA Educational Media.

This ten-minute film reflects briefly the life of a Native-American youth. The film, striving to illustrate the pull between two cultures, falls short. Adam, the main character, offers insights into aspects of ethnic heritage, but these suggestions are not developed. Adam is more Anglo than Native American. He seems balanced and contented, yet talks of cultural conflict and alienation. This film should not be used as a starting place for students to understand the behaviors and attitudes of culturally diverse peoples.

The Way Out. Chicago: Instructional Dynamics, Inc.

This three-part film is designed to aid in the understanding of the problems of the poor, the uneducated, and the unskilled. Part one, which is particularly good for students, presents the backgrounds of the Native American, Puerto Rican, Chicano, Black, and white Appalachian. Part two is a discussion group seminar with representatives of minority groups relating their feelings, and part three is a

presentation by foremen and supervisors about their relationship with minority workers.

MULTI

CURRICULUM MATERIALS

Grades K-6

Bennett, Allan C. *Eskimo: Journey Through Time* and Forrester, James. *Indians of the Plains* (from *Man in his World Series*). Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1972.

Format 4 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

Both curriculum materials, *Eskimo: Journey Through Time* and *Indians of the Plains,* are creatively put together and, because of their activity-oriented format, are stimulating for upper elementary or junior high level children. Centered around a strong geographic focus and written from a Canadian perspective, the materials are unique and much less conventional than most on Native Americans and Eskimos.

STUDENT RESOURCES

Grades 7-12

Brandon, William. *The Magic World: American Indian Songs and Poems.* New York: William Morrow and Company, 1971.

This book is a collection of songs and poems from many Native-American tribes—Navajo, Osage, Mandan, Cheyenne, Cherokee, Eskimo, Nez Perce, and others. It is an excellent source for comparing tradition, legends, and values as they differ from tribe to tribe.

RELIGIOUS GROUPS IN AMERICA

AMISH

STUDENT RESOURCES

Grades K-6

Rowland, Florence Wightman. *Amish Boy.* East Rutherford, New Jersey: G.P. Putnam's Sons, 1970.

Containing many illustrations, this story is about the every day occurrences on an Amish farm as seen through the eyes of a 10 year old Amish boy. The book does not contain a description of Amish customs, dress, behavior, and heritage, although the illustrations are some help.

TEACHER RESOURCES

Hostetler, John A. *Amish Society.* Baltimore, Maryland: Johns Hopkins Press, 1974.

This book, written by one of the "last" Amishmen, is more than a study of the texture of Amish life, although that comes out very clearly, often poignantly. Hostetler is concerned with other important themes, the most important of which is the impact of change on a community which prides itself on stability, continuity, and changelessness. There is much to be learned here about our own value systems by viewing the Amish through the careful and sensitive eye of the author.

CATHOLIC

CURRICULUM MATERIALS

Grades 7-12

Appel, Selma, and John J. Appel. *The Distorted Image: Stereotype and Caricature in American Popular Graphics, 1850-1922.* New York: Anti-Defamation League of B'nai B'rith, 1974.

Format 3 Realism and Accuracy 3 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

As a result of extensive research, this text offers an excellent discussion and flexible definition of stereotyping—the origins of stereotyping, the motives of the people who use them, and the effects stereotyping has on those stereotyped.

Finkelstein, Milton. *Minorities, U.S.A.* New York: Globe Book Company, Inc., 1971.

Format 3 Realism and Accuracy 5 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 6

Minorities, U.S.A. examines the Native, Black, Mexican, Asian, Jewish, and Puerto Rican Americans to make students aware of the diversity of ethnicity. The materials are well written and present a fairly complete course on minorities.

STUDENT RESOURCES

Grades 7-12

Stroud, Drew McCord. *Viewpoints: The Majority Minority.* Minneapolis, Minnesota: Winston Press Inc., 1973.

A combination of photo-essays and articles compiled from many sources look at the many groups that make America. The emphasis is on the majority/minority theory that minorities have composed the majority for so long that they forget they are minorities. The white ethnic WASP population is concentrated on heavily.

TEACHER RESOURCES

Cogley, John. *Catholic America.* New York: Image Publishing Corporation, 1973.

Cogley provides a comprehensive overview of the history of Catholicism from the first Maryland Catholics to most recent times. Light and well written, the book offers an interesting and entertaining approach to the history of the Church and of Catholic groups in America, looking at, among other things, anti-Catholic sentiment and the rivalries among Catholic groups (often ethnic) for power and control within the Church.

Ellis, John Tracy. *American Catholicism.* Chicago: University of Chicago Press, 1969.

American Catholicism is an institutional history of the Catholic Church in America relating important historical issues and problems from 1492-1968.

Gleason, Philip. *The Conservative Reformers: German-American Catholics and the Social Order.* Notre Dame, Indiana: University of Notre Dame Press, 1968.

The focus of Gleason's book is on the attitudes and organizations of German Catholics in America. Although the focus is seemingly narrow, the book is a microcosmic study of the assimilation experience of Catholic Germans in America and how the Catholic, German, and American environments interacted to produce a unique product of Americanization.

EASTERN RELIGIONS: Buddhist, Confucianist, Hindu, Moslem, Parsi, Shintoist

STUDENT RESOURCES

Grades 7-12

Bach, Marcus. *Had You Been Born In Another Faith.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

This is an attempt to make the reader identify and understand the feelings, beliefs, practices, and obligations of other faiths. The Hindu, Parsi, Buddhist, Confucianist, Shintoist, Jewish, Moslem, Roman Catholic, and Protestant faiths, presented in capsule review form, serve as a quick reference for students who want to have a simple understanding of religions other than their own.

HUTTERITE

TEACHER RESOURCES

Hostetler, John A. *Hutterite Society.* Baltimore, Maryland: Johns Hopkins Press, 1974.

Hostetler writes a very sensitive history, spanning 400 years, of this communal religious sect of German Anabaptists, who have lived in the Midwest and Canada for the last 100 years. He traces their history from the origins of the sect to the migration to North America. He then undertakes a very intensive study of this community.

FILMS

Hutterites. New York: National Film Board of Canada, 1963.

This is the story of the Hutterites as they migrated from country to country in Europe and finally settled as individual colonies in Alberta, Canada. The self-supporting communal living structure is simple and plain, leaders are elected, and children work when they are old enough at the skills that will make them useful members of the community. The film, in studying the Hutterites, offers a comprehensive look at the idea of subcultures and of cooperative communities in the broadest sense.

LUTHERAN

TEACHER RESOURCES

Nelson, E. Clifford. *Lutheranism in North America: 1914-1970.* Minneapolis, Minnesota: Augsburg Publishing House, 1972.

Nelson's volume is a rather exhaustive study of Lutheranism in America from 1914 to 1970. The most important theme dealing with ethnic heritage is the decline of ethnic diversity within Lutheranism toward a more unified and culturally monolithic institution. Other themes related somewhat to ethnic heritage make this a good study of a prominent religious group.

MORMON

CURRICULUM MATERIALS

Grades K-6

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (from Field Social Studies Series).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format 3 Realism and Accuracy 2 Intercultural Understanding 2 Educational Quality 4 Overall Recommendation 3

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

McVicar, Kenneth, and Patricia Hardy. *People in America (from TABA Program in Social Science).* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 3 Realism and Accuracy 4 Intercultural Understanding 4 Educational Quality 5 Overall Recommendation 5

Although *People in America* is a standard textbook in the TABA elementary social studies program, it has an unusually large amount of ethnic heritage content. The book presents case studies of several ethnic families in different socioeconomic situations as well as general information on immigration and migration. A teacher could easily use the book as the basis of ethnic study in an elementary class.

STUDENT RESOURCES

Grades K-6

Elgin, Kathleen. *Mormons: The Church of Jesus Christ of Latter Day Saints.* New York: David McKay Company, Inc., 1969.

This book is one of the *Freedom to Worship Series.* Mormon leaders, persecution, pioneering, and preaching form the essence of this well-illustrated text. It contains an interesting commentary on American history as well as an informative introduction to the history, precepts, and practices of this particular religious sect.

Grades 7-12

Arnof, Dorothy S. *A Sense of the Past: Readings in American History.* New York: Macmillan Publishing Company, Inc., 1962.

This traditional collection of readings in United States history includes one selection on immigration and short primary accounts of Native Americans, Afro Americans, and Mormons.

Stegner, Wallace. *The Gathering of Zion: The Story of the Mormon Trail.* New York: McGraw-Hill Book Company, 1964.

This is the epic story of the great migration of Mormons from Nauvoo, Illinois to Salt Lake City, Utah and of the steady migration which followed that first famous journey. Stegner also discusses the Mormon belief system and daily life style. The book includes a chronology of Mormon history and a series of lithographs of sites which became important milestones in that history.

PROTESTANT

STUDENT RESOURCES

Grades 7-12

Gordon, Milton. *Ethnic Groups in American Life Series.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Designed to aid Americans in understanding the implications of living in a multiethnic society, this text offers a descriptive and analytical overview of American ethnic heritage and intergroup relations. References and statistical data on Japanese, Jewish, Native, Black, Chinese, Italian, and white-Protestant Americans are incorporated into the text.

TEACHER RESOURCES

Fuchs, Lawrence. *American Ethnic Politics.* New York: Harper and Row, Publishers, 1968.

This collection of essays examines the significance of ethnicity on voting behavior. Students look at Germans, Jews, Irish, Blacks, and Protestants in varying contexts and situations as they affect such things as foreign policy, Bossism, and machine politics.

QUAKER

STUDENT RESOURCES

Grades 7-12

Elgin, Kathleen. *The Quakers: The Religious Society of Friends.* New York: David McKay Company, Inc., 1968.

One of the *Freedom to Worship Series,* this book is designed for young readers to learn about how the sect was founded, how it grew and developed in the New World, and how it functions today. Information about the Society of Friends, the American Friends Service Committee, and famous Quaker personalities is included.

TEACHER RESOURCES

Bacon, Margaret H. *The Quiet Rebels: The Story of Quakers in America.* New York: Basic Books, Inc., 1969.

The Quiet Rebels is a history of the Society of Friends, or Quakers, from the time of their initial arrival in America to the present. Some interesting information emerges on Quakers' relations with the Massachusetts Bay Puritans, the Quaker policy toward Indians in Pennsylvania, the consequent deterioration of those relations with the intrusion of non-Quakers in Pennsylvania, and the Quakers' attempts at social reform in the nineteenth century. While the book is not a definitive history of the Society of Friends, it does provide some useful information about that religious group in America.

MULTI

CURRICULUM MATERIALS

Grades 7-12

Spivey, Robert A. *Religious Issues in American Culture.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1972.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 5

Religious Issues in American Culture is a specialized curriculum for able senior high students. The materials reflect the concerns of pluralism from a religious standpoint.

STUDENT RESOURCES

Grades 7-12

Bach, Marcus. *Had You Been Born In Another Faith.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

This is an attempt to make the reader identify and understand the feelings, beliefs, practices, and obligations of other faiths. The Hindu, Parsi, Buddhist, Confucianist, Shintoist, Jewish, Moslem, Roman Catholic, and Protestant faiths, presented in capsule review form, serve as a quick reference for students who want to have a simple understanding of religions other than their own.

TEACHER RESOURCES

Herberg, Will. *Protestant, Catholic, Jew.* Garden City, New Jersey: Anchor Press, Div. of the New York Times Book Company, 1960.

Herberg wrote this book in the mid-'50s, a time when ethnic diversity seemed to be disappearing and was consequently deemphasized. Herberg's essay is an example of that deemphasis; he describes the triple melting pot process, where differences among groups disappear, leaving essentially three religious identifications—Protestant, Catholic, and Jewish. Although his contentions are debatable, the book is a learned treatment of the important issues involved in studying ethnic groups and immigration history.

SCANDINAVIAN AMERICANS

DANISH AMERICANS

TEACHER RESOURCES

Knudsen, Johannes, and Enok Mortensen. *The Danish-American Immigrant: Phases of His Religion and Culture.* Des Moines, Iowa: Grand View College, 1950.

This booklet consists of three essays, "The Danish Lutheran Church in America," "Danish-American Literature," and "The Danish-American Press." The first is concerned with the organizational development of Danish Lutheran churches in America and discusses several of the important figures associated with that development. The second essay cites a great number of examples of literature written by Danish Americans. The third essay gives a brief overview of the Danish language press in America and cites sources for further investigation.

FINNISH AMERICANS

CURRICULUM MATERIALS

Grades 7-12

Kolehmainen, John I. *The Finns in America* (from *Teaching History with Community Resources: Localized History Series).* New York: Teachers College Press, 1968.

Format 2 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 6 Overall Recommendation 6

This book is part of the series, *Teaching History With Community Resources: Localized History Series.* The series presents a "localized" approach to teaching ethnic studies at the secondary level. Teachers using the approach are encouraged to draw on local resources to teach about ethnic groups. This brief pamphlet explores the Finlanders' reasons for emigrating to the United States, their settlement inclinations, and aspects of their culture which were maintained after immigration and American influences. There is a fairly complete bibliography included and a short description of places to visit.

Vaughan, Peter. *Why Our Melting Pot Cooled Off.* Minneapolis, Minnesota: The Minneapolis Star, 1972.

This mimeographed booklet, composed of excerpts from *The Minneapolis Star* newspaper, discusses ethnic communities in the "Twin Cities." The communities covered are Mexican, Ukranian, and Finnish American.

TEACHER RESOURCES

Ander, O. Fritiof. *In the Trek of the Immigrants.* Rock Island, Illinois: Augustana College Library, 1964.

A collection of essays compiled in honor of Carl Wittke, this book presents several writings on aspects of immigration which are important but seldom discussed. For example, there are two essays by Shepperson and Saloutos concerning British and Greek immigrants who came to America and then returned home. Other essays treat both general themes and narrow, limited topics.

Hoglund, A. William. *Finnish Immigrants in America 1880-1920.* Madison, Wisconsin: University of Wisconsin Press, 1960.

Hoglund traces Finnish movement from Finland in the latter half of the nineteenth century through the second generation of Finns in America. He emphasizes the traditional perspectives, the mixtures of the old ways with the new in the first generation immigrants, and areas such as employment, marriage, politics, and religion.

Jalkansen, Ralph. *The Faith of the Finns.* East Lansing, Michigan: Michigan State University Press for Suomi College, 1972.

The words "battleground" and "fortress" are used in this book to describe the acculturation experience of Finnish immigrants. The "battleground" is the confrontation between the familiar and habitual and the strange and abnormal. "Fortress" is the strength which comes through reinforcing the familiar. This collection is devoted to describing the Finn's "fortress," especially the Finnish Lutheran Church which is an important element in the Finnish-American acculturation process.

Jalkansen, Ralph. *The Finns in North America: A Social Symposium.* East Lansing, Michigan: Michigan State University Press for Suomi College, 1969.

In this volume composed of short, topical essays, nearly the entire scope of the Finno-American experience is undertaken. It ranges from distant prehistory to the cultural and religious life of Finns in America. The most fruitful sections of the book, from the frame of reference of contemporary ethnic heritage studies, are "The Social Problems of Finns in America" and "The Possibilities for Preserving a Particular Ethnic Heritage."

ICELANDIC AMERICANS

TEACHER RESOURCES

Bjornson, Valdimar. *Icelandic Settlements in the United States.* Winnipeg, Canada: Logberg-Heimskringla Magazine.

This brief article offers pertinent information about this very small American ethnic group. It provides a sense of the numbers of Icelanders who came to the United States and where they settled, as well as mentioning a number of important individual Icelandic immigrants and descendants.

Oleson, G. J. *Icelanders in Minnesota (*from *Saga Islendinca Vesturhbimi).* Winnipeg, Canada: Logberg-Heimskringla Magazine.

This short article on Icelanders in America focuses on their original settlements and organizational and religious activities. It also includes short vignettes about Icelandic pastors in the area.

NORWEGIAN AMERICANS

STUDENT RESOURCES

Grades 7-12

Peterson, Sonja Ulsaker, and Ulsrud Van Berkom. *Norrona Sketchbook: Drawings and Poems on Subjects from the Norse Mythology.* Decorah, Iowa: Vesterheim Productions, 1974.

Comprising this book are legends, poems, and illustrations of different stories from

Norse and Viking mythology. Because there is no attempt to offer historical, social, or psychological interpretations, this would be better used as a supplement rather than as an independent text for studying Norse literature.

Rolvaag, O.E. *Giants in the Earth.* New York: Harper and Row, Publishers, 1955.

The cultural shock which many immigrants experienced is the dominating mood of this classic work. It illustrates the hardships of an immigrant family battling the environment of the Great Plains. It is difficult reading, but some students will find it a very illuminating experience.

Wheeler, Thomas C. *The Immigrant Experience.* Baltimore, Maryland: Penguin Books, 1971.

Descriptions of ethnic groups are narrated by members of that group. What emerges are stories portraying real, personal, and family experiences of Irish, Italian, Norwegian, Puerto Rican, Chinese, Black, Jewish, English, and Polish Americans. Because histories and cultural heritages are included, readers will gain valuable insights into ethnic heritages especially at personal levels.

TEACHER RESOURCES

Andersen, Arlow W. *The Norwegian-Americans.* New York: Twayne Publishers, Inc., 1974.

This is a thorough immigration history which traces the Norwegians from their homeland to their initial experiences in this country. Andersen also delves into aspects of the lives of Norwegian Americans; press, religion, literature, and business, among others.

Bergmann, Leola Nelson. *Americans from Norway.* Philadelphia, Pennsylvania: J.B. Lippincott Company, 1950.

The story of the Norse migration to America is one century in duration, from 1825-1925. Illustrated is the great variety of Norwegian immigrant experiences, from the more typical Norwegian midwestern farmers to the less typical, though no less real, Norwegian settlers in Chicago, Minneapolis, and Brooklyn. In the final section, the Norwegian experience is compared with that of other immigrant groups. The reader finds that the "immigrant psychosis" and adjustment problems of the second generation Norwegians were not as acute as those in Italian, Polish, and Greek immigrant groups, for example.

Blegen, Theodore C. *Norwegian Migration to America: The American Transition.* Northfield, Minnesota: Norwegian-American Historical Society, 1931.

Written by an outstanding figure in immigration history, this volume was written to complement an earlier volume by the same author which explored the European origins of the Norwegian immigration to the United States. The present volume deals with Norwegian assimilation into life in the United States. In this, Blegen discusses the formation of immigrant institutions (the Church and press), everyday life of these pioneers, and the impact of social and political events and movements (the Common School Movement, the Civil War, etc.) on these Norwegian settlers.

Norwegian-American Historical Association. *Norwegian-American Studies* (vol. 26). New York: Twayne Publishers, Inc., 1974.

This is a reprint of Volume 26 of the journal, *Norwegian-American Studies.* It contains a number of Norwegian-American reminiscences, as well as more

scholarly and researched essays on the American experience of the Norwegian in general.

Peterson, Sonja Ulsaker, and Ulsrud Van Berkom. *Norrona Sketchbook: Drawings and Poems on Subjects from the Norse Mythology*. Decorah, Iowa: Vesterheim Production, 1974.

Comprising this book are legends, poems, and illustrations of different stories from Norse and Viking mythology. Because there is no attempt to offer historical, social, or psychological interpretations, this would be better used as a supplement rather than as an independent text for studying Norse literature.

Qualey, Carlton C. *Norwegian Settlement in the United States*. Northfield, Minnesota: Norwegian American Historical Society, 1938.

Qualey is largely concerned with the dispersal of Norwegian immigrants in the United States, a fact which is reflected in the geographical, topical organization of the book. There is much information given, but the book ends in 1919, rather early if the emphasis is on contemporary ethnic heritage studies.

SWEDISH AMERICANS

STUDENT RESOURCES

Grades 7-12

Moberg, Vilhelm. *Unto a Good Land*. New York: Popular Library, Div. of CBS Consumer Publishing, Inc., 1954.

This novel, about an immigrant Swedish family, reflects the hardships immigrants endured and the spirits and stamina with which they fought. This could serve as a very colorful extracurricular reading during a study of ethnic heritage.

TEACHER RESOURCES

Allswang, John B. *A House for All Peoples: Ethnic Politics in Chicago 1890-1936*. Lexington, Kentucky: University Press of Kentucky, 1971.

This is an interesting and important study of ethnic pluralism and its impact on national and local Chicago politics. It deals also with the obverse relationship: the effect of politics on these ethnic groups. It shows a movement away from fragmentation toward a coalition of all these ethnic groups.

Benson, Adolph B., and Naboth Hedin. *Swedes in America*. New Haven, Connecticut: Yale University Press, 1938.

Part of the celebration of the New Sweden Tercentenary, this volume covers in quite condensed form a myriad of topics as they relate to Swedish-American history. The collection is arranged by topic, each written by an authority in the area. Although the chapters do not revolve around a "celebrity" or "hero" approach, this is ultimately what the volume tends to suggest.

CURRICULUM MATERIALS

Grades K-6

Bailey, Kenneth, Elizabeth Brooke, and John Farrell. *The American Adventure (*from *Field Social Studies Program).* Palo Alto, California: Field Educational Publications, Inc., 1970.

Format 3 Realism and Accuracy 2 Intercultural Understanding 2 Educational Quality 4 Overall Recommendation 3

This is a traditional American history text. While it is an acceptable text overall, there is very little textual material relating to ethnic groups, and what there is, is fairly innocuous. A student would not feel ethnic groups had been very important in American history after reading this book.

Hillbrand, Percie V. *The Norwegians in America* and *The Swedes in America (*from *In America Series).* Minneapolis, Minnesota: Lerner Publications Company, 1967.

Format 2 Realism and Accuracy 1 Intercultural Understanding 2 Educational Quality 2 Overall Recommendation 1

This series of 15 texts is not recommended, because they tend to be simplistic, hero dominated, and, in some instances, inaccurate. The books follow a conventional style of presentation and no teaching technique other then "telling" is employed. While this material is quite traditional, it does provide information on groups about which there is little material.

Grades 7-12

Ethnic Studies: The Peoples of America. New York: Educational Design, Inc., 1973.

Format 5 Realism and Accuracy 5 Intercultural Understanding 5 Educational Quality 5 Overall Recommendation 6

Ethnic Studies: The Peoples of America presents views on specific ethnic groups and discusses ethnicity in general. Designed for secondary level, the filmstrips, cassettes, and the "cameo" tapes seem appropriate also for upper elementary grades. A very traditional approach is taken here: dwelling on "heroes" or well-known citizens from specific ethnic groups, using a historical approach, and inserting statements on ethnic patriotism to America.

STUDENT RESOURCES

Grades 7-12

Eiseman, Alberta. *From Many Lands.* New York: Atheneum Press, Inc., 1971.

Although the subject matter is standard in the study of ethnic groups, the book uses fresh materials and has a slightly different tone than most books on immigration. There are a few drawings and photographs, a brief bibliography, and a chart of immigration by country from 1820-1968.

Furer, Howard. *Scandinavians in America 986-1970 (*from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1972.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Scandinavians in America from 986-1970. It contains an annotated chronology of events, selected documents from laws, treaties, and judicial decisions, and an extensive bibliography of primary and secondary sources.

Wakin, Edward. *The Scandinavians in America.* Chicago: Claretian Publications, 1974.

This is a well-written, concise history of the Scandinavians (Finns, Danes, Norwegians, Swedes, Icelanders) in America. It describes the kinds of people who came, their reasons for emigrating, the places they settled, their behavior as settlers, the kinds of occupations and roles they chose, their hardships, and their assimilation.

TEACHER RESOURCES

Babcock, Kendrick Charles. *The Scandinavian Element in the United States.* New York: Johnson Reprint Corporation, 1967.

Originally published in 1917, Babcock's study is an exhaustive account of the Scandinavian immigration to America before 1917. He offers a number of insights into important phenomena such as economics, religion, social organization, and politics.

Furer, Howard. *Scandinavians in America 986-1970* (from *Ethnic Chronology Series).* Dobbs Ferry, New York: Oceana Publications, Inc., 1972.

One of the *Ethnic Chronology Series,* this book is an objective, historical analysis of the Scandinavians in America from 986-1970. It contains an annotated chronology of events, selected documents from laws, treaties, and judicial decisions, and an extensive bibliography of primary and secondary sources.

FILMS

Manhattan Street Band. New York: Carousel Films, Inc.

Mobil Oil Company sponsors a talent contest in New York City; this film is about a group that won. Although the film does reflect diversity in a New York City neighborhood, this is the only element remotely applicable to an ethnic heritage study.

Ethnic Organizations And Human Resources

AFRO AMERICANS

Association for the Study of Afro-American Life and History. 1401 14th Street, N.W., Washington, D.C. 20005, Attn: Ms. Willie L. Miles.

Association for the Study of Afro-American Life and History was founded in 1915 to promote historical research and writing and to collect historical manuscripts and materials relating to Black people. The organization is dedicated to improving ethnic understanding in America, appreciating the life and history of the Afro American, and furthering harmony among races.

James A. Banks. College of Education, DQ-12, University of Washington, Seattle, Washington 98195.

James Banks, Professor of Education at the University of Washington, has done extensive study in the field of ethnic studies with special focus on Black Americans. Banks serves as a consultant in ethnic studies and has published several books and many articles on the subject.

Frederick Douglass Museum of African Art. 316-318 A Street, N.E., Washington, D.C. 20002.

The Museum of African Art has developed its display and program capabilities to serve the public. The Museum employs an integrative cultural approach in its attempts to help people understand and modify the culturally transmitted value systems which contribute to intergroup misunderstanding. Through their 1974-75 U.S. Office of Education Title IX grant, the Museum has prepared specialized curriculum materials which relate to the historical, cultural, and aesthetic antecedents of Afro Americans and their contributions to American heritage.

ASIAN AMERICANS

Asia Society. 112 East 64th Street, New York, New York 10021, Attn: Mrs. Bonnie Crown.

One project of the Asian Society is a textbook evaluation program which will furnish classroom teachers with an evaluation of existing Asian materials. The Society's assumption is that a total cultural approach utilizing Asian humanistic sources as well as standard historical and economic materials will promote a more balanced view of Asian cultures.

Aisarema, Inc. 338 East Second Street, Los Angeles, California 90012, Attn: John Y. Mori.

Aisarema, Inc. is a group of Asian Americans who gather and distribute materials which further study of the Asian-American experience in the United States.

Russell Endo. Department of Sociology, University of Colorado, Boulder, Colorado 80302.

Russell Endo, Professor of Sociology at the University of Colorado, has developed college-level courses and curriculum materials on Asian Americans and has conducted research in Asian-American communities. He is presently working on Asian-American curriculum materials for secondary school use.

Loretta Ryan. 112 East 64th Street, New York, New York 10021.

Loretta Ryan is working with the Asian Society in the Society's textbook evaluation project.

CHINESE AMERICANS

Chinese Culture Foundation of San Francisco. 750 Kearney Street, San Francisco, California 94108.

The Chinese Culture Foundation of San Francisco was established in 1965 to develop an appreciation and understanding of traditional and contemporary Chinese and Chinese-American culture and experience. The Foundation has recreated Chinese culture, history, and tradition to help Americans of all backgrounds become better acquainted with their fellow Chinese Americans.

Chinese Historical Society of America. 17 Adler Place, San Francisco, California 94131.

The Chinese Historical Society of America has gathered material to promote knowledge of the contributions made by the Chinese in America. The Society has established a small museum containing a collection of documents and clippings.

DANISH AMERICANS

Norman C. Bansen. Department of English and Danish, Dana College, Blair, Nebraska 68008.

Professor Norman C. Bansen is affiliated with Dana College, a private college founded in 1884 by Danish pioneers. Bansen is a member of the Department of English and Danish and specializes in Danish studies.

Danish Brotherhood in America. 3717 Harney Street, Omaha, Nebraska 68131, Attn: Mr. Don Eversoll.

The purpose of the Danish Brotherhood in America is to encourage its members in fidelity to the constitution and laws of their country, to perpetuate memories and traditions from Denmark for the benefit of future generations in America, to render aid to members, and to assist unemployed members. It publishes a monthly magazine entitled the *American Dane Magazine*.

Reverand A.E. Farstrup. Danebod Lutheran Church, Tyler, Minnesota 56178.

A.E. Farstrup is Pastor of Danebod Lutheran Church. The Church has published an English language history entitled *75 Years at Danebod* which describes the life of Danish Americans at Danebod.

Thorvald Hansen. Historian-Archivist, Grand View College, East Ninth and Grandview, Des Moines, Iowa 50316.

Thorvald Hansen maintains archives on Danish Americans at Grand View College in Des Moines, Iowa.

Johannes Knudsen. "Kirke og Folk," 1506 Thompson Avenue, Des Moines, Iowa 50316.

Dr. Johannes Knudsen works with the Danish Interest Conference in publishing a bimonthly newsletter called *Kirke og Folk*. The newsletter contains articles in both Danish and English and interprets the current Danish-American situation.

Reverend Enok Mortensen. Route 2, Frederic, Wisconsin 54837.

Dr. Enok Mortensen is a scholar in the field of Danish-American history and has published several books on Danish Americans.

DUTCH AMERICANS

Gerald De Jong. Department of History, University of South Dakota, Vermillion, South Dakota 57069.

Gerald De Jong, a professor at the University of South Dakota, has written a book and many articles on Dutch immigration and the Dutch in America.

Gorden Oosterman. Social Studies Consultant, Curriculum Department, National Union of Christian Schools, 865 28th Street, S.E., Grand Rapids, Michigan 49508.

Gorden Oosterman has done in-depth study of the Dutch in America and is currently working on a book concerning Dutch immigration to Canada and the United States.

ESKIMO AMERICANS

Ronald Koichi Inouye. School District Liaison, University of Alaska, Fairbanks, Alaska 99701.

Ronald Koichi Inouye is the School District Liaison for the Alaska Educational Program at the Intercultural Communication Center for Northern Educational Research.

ESTONIAN AMERICANS

Estonian Learned Society in America. Estonian House, 243 East 34th Street, New York, New York 10016, Attn: Tonu Parming.

The Estonian Learned Society in America has been working for several years in the field of ethnic studies with a focus on Estonians in America. The Society has recently published a book entitled *The Estonians in America 1627-1975.*

FRENCH AMERICANS

Acadiana Profile. P.O. Box 52247, Lafayette, Louisiana 70501.

Acadiana Profile is a general interest magazine which features stories on the people and lands of southwest Louisiana with special emphasis on the Acadian culture.

Conseil pour le Développment du Français en Louisiane (CODOFIL). 810 Jefferson Street, Lafayette, Louisiana 70501.

The Council for the Development of French in Louisiana (CODOFIL) was created to restore, maintain, and propagate the French language and culture in Louisiana. The Council's aim is to help make Louisiana a bilingual state by increasing the number of francophone (French-speaking) residents in Louisiana.

Le Programme Bilingue of Canaan/Norton, Vermont. Box 68, Canaan, Vermont 05903, Attn: Mr. Andre Leo Chabot.

Le Programme Bilingue of Canaan/Norton, Vermont has two components: a

service program housed in Canaan and a cultural research program housed in Montpelier. During the past year the program in Montpelier has been developing cultural materials on Franco Americans.

GENERAL

American Council for Nationalities Service. 20 West 40th Street, New York, New York 10018.

The American Council for Nationalities Service assists immigrants and aliens in matters ranging from personal and family counseling on immigration problems to English language improvement. The Council also helps various ethnic groups develop and maintain their ethnic identity while promoting the common good of all groups within American society.

American Ethnological Society. State University of New York; Buffalo State College, 1300 Elmwood Avenue, Buffalo, New York 14222.

The American Ethnological Society, housed at the State University College, Buffalo, received a 1974-75 grant from the U.S. Office of Education to implement an undergraduate curriculum in ethnic heritage studies. The Society has developed and is disseminating a computerized data bank of curriculum materials and instructional strategies related to ethnic studies, and staff members will train teachers to use the databank.

Center for Immigration Studies. University of Minnesota, 1925 Sather Street, St. Paul, Minnesota 55113, Attn: Mr. Michael Karni.

The Center for Immigration Studies has a grant from the Rockefeller Foundation to do basic research into the historical origins and development of white ethnic groups in twentieth-century America. The Center focuses on the immigration of ethnic groups from Southern and Eastern Europe and Western Asia to the United States and Canada.

Center for Migration Studies. 209 Flagg Place, Staten Island, New York 10304, Attn: Sylvan Tomasi, Director.

The Center for Migration Studies is dedicated to strengthening cultural democracy by encouraging wider knowledge and understanding of America and its immigrants, past and present.

Center for Urban Education. 0245 S.W. Bancroft Street, Portland, Oregon 97201.

The Center for Urban Education focuses on the Portland experience in developing learning materials. The materials will provide learners the opportunity to explore ethnicity in contemporary America by role-playing particular environments. Accompanying the materials will be an Adopter's Guide which will outline specific procedures for implementing similar projects.

City University of New York, CUNY Research Foundation. Convent Avenue at 138th Street, New York, New York 10031.

The CUNY Research Foundation, with a 1974-75 Title IX grant from the U.S. Office of Education, is developing basic introductory ethnic studies texts at the college, high school, and primary levels. The Foundation is also compiling annotated bibliographies and disseminating curriculum materials for Black, Puerto Rican, Jewish, Asian, and American Slavic studies courses designed for community groups.

Clearing House on Migration Issues. 133 Church Street, Richmond, Vic., 3121 Australia, Attn: Mr. Alan Matheson.

The Clearing House on Migration Issues is working with the Australian government to develop programs concerning the cultural heritage of ethnic groups in Australia.

Council on Interracial Books for Children. 1841 Broadway, New York, New York 10023.

The Council on Interracial Books for Children, a nonprofit organization founded in 1965, is dedicated to promoting antiracist and antisexist literature and instructional materials for children.

Duquesne University, Tamburitzans Institute of Folk Art. 1801 Boulevard of the Allies, Pittsburgh, Pennsylvania 15219.

The Duquesne University Tamburitzans Institute of Folk Arts was awarded a 1974-75 grant by the U.S. Office of Education for the development of Ethnic Heritage Studies Kits. The Kits focus on the Folk Arts of the Southern Slavs and are intended for elementary and secondary school use.

Ethnic Foundation, Inc. 7710 Bradley Boulevard, Bethesda, Maryland 20014.

The Ethnic Foundation is the research, educational, and social service agency of the National Confederation of American Ethnic Groups. The Foundation maintains a 2,500-volume library which emphasizes cultural, economic, and social problems of interest to ethnic groups. The Foundation is dedicated to providing service for America's foreign-born citizens and their immediate descendants.

Ethnic Heritage Affairs Institute. 260 South 15th Street, Philadelphia, Pennsylvania 19102, Attn: Roma Dockhorn.

The Ethnic Heritage Affairs Institute, started in 1968, is an intergroup relations program. The Institute's strategy is to examine the divisiveness that plagues society and to generate improved ethnic and racial understanding through community action, education, and research programs.

Ethnic Heritage Study Program. Indiana University at South Bend, 1825 Northside Boulevard, South Bend, Indiana 46615.

The Ethnic Heritage Study Program at Indiana University, South Bend, received a 1974-75 Title IX U.S. Office of Education grant. The program has identified, adapted, and is disseminating culturally pluralistic curriculim materials for Afro Americans, Hungarian Americans, Italian Americans, Mexican Americans, and Polish Americans.

Ethnic Studies Resource Center. Department of Education, State of Louisiana, P.O. Box 44064, Baton Rouge, Louisiana 70804, Attn: Sandra M. Gunner.

The Louisiana State Department of Education has established an Ethnic Studies Resource Center which disseminates information to school systems, individual educators, ethnic associations, and other persons interested in curriculum programs. The Center also sponsors community activities and human relations training programs geared to enhance knowledge and understanding of ethnic minority groups and intergroup relations.

Foundation for Change, Inc. 1841 Broadway (60th Street) rm. 306, New York, New York 10023.

The Foundation for Change, a nonprofit educational organization, seeks to develop student understanding of minority views and to encourage white responsibility toward effectual social change.

Andrew M. Greeley, Center for the Study of American Pluralism. National Opinion Research Center, 6030 South Ellis Avenue, Chicago, Illinois 60637.

The Center for the Study of American Pluralism, a part of the National Opinion Research Center at the University of Chicago, engages in primary research and secondary analysis of data concerning American ethnic groups. It issues a journal, *Ethnicity,* on a quarterly basis and conducts seminars throughout the academic year.

IMMIGRATION HISTORY RESEARCH CENTER

Institute on Pluralism and Group Identity. 165 East 56th Street, New York, New York 10022, Attn: Barbara H. Peters, Director.

The Institute on Pluralism and Group Identity focuses its attention on the problems of working-class, white ethnics and on the need for developing Black-white depolarization strategies to deal with Black and white alienation and minority deprivation.

Intercultural Relations and Ethnic Studies Institute. Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, New Jersey 08903.

The Intercultural Relations and Ethnic Studies Institute at Rutgers University was awarded a 1974-75 title IX U.S. Office of Education grant to improve interethnic communication and education in New Jersey through teacher training, field testing, and dissemination of materials to educators.

Mark M. Krug. Professor of Education in History and the Social Sciences, University of Chicago, Chicago, Illinois 60637.

Mark M. Krug is Professor of Education in History and the Social Sciences at the University of Chicago. Krug has published many articles and books in the field of history and social studies and is well known in the field of ethnic studies.

John P. Lymberopoulos. Dean of Continuing Education, University of Colorado, 970 Aurora, Boulder, Colorado 80302.

P. John Lymberopoulos is a scholar in ethnic studies at the University of Colorado. Lymberopoulos has published many articles and monographs.

Mankato State College, Minorities Groups Studies Center. Mankato, Minnesota 56001.

The Minorities Groups Studies Center at Mankato State College is designed to stimulate interest in the development of multiethnic curricula at the K-12 level in Minnesota schools. The Center's program includes workshops, college courses, and a bibliographic compilation of multiethnic studies materials.

ERRATUM: p. 252, insert the following entry between the Center for the Study of American Pluralism and the Institute on Pluralism and Group Identity, instead of the bold-face type.

Immigration History Research Center, University of Minnesota, 826 Berry Street, St. Paul, Minnesota 55113.

The Immigration History Research Center maintains an extensive collection of materials on selected Europeans. The materials are available for use by visitors to the Center. The Center's purpose is to serve as a national resource for study of the heritage and history of Eastern and Southern Europeans and Middle Eastern groups.

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Minnesota Historical Society. 690 Cedar Street, St. Paul, Minnesota 55101, Attn: Professor Carlton C. Qualey.

The Minnesota Historical Society has been engaged in the task of preserving and interpreting Minnesota's heritage since 1849. The Society has pursued its objective by collecting books, documents, newspapers, pictures, tapes, and artifacts that tell the story of Minnesota—today, yesterday, and tomorrow.

National Center for Urban Ethnic Affairs. 4408 8th Street, N.E., Washington, D.C. 20017, Attn: Msgr. Geno Baroni.

The National Center for Urban Ethnic Affairs is an independent, nonprofit organization affiliated with the United States Catholic Conference. At present the Center is involved in the Bicentennial Ethnic/Racial Coalition which is designed to promote better understanding between, and among, ethnic and racial groups throughout the country.

National Confederation of American Ethnic Groups. 562 Davis Building, Washington, D.C. 20006.

The goal of the National Confederation of American Ethnic Groups, founded in 1956, is to strengthen and unify local, state, and national ethnic organizations and to help them establish common goals which will increase their usefulness and service to themselves and the nation.

National Council for Social Studies. 1201 16th Street, N.W., Washington, D.C. 20036, Attn: Brian Larkin.

The National Council for Social Studies is a national organization for social studies teachers. The Council has produced several publications on ethnic studies education.

National Education Association. Civil and Human Rights, Washington, D.C. 20036.

The National Education Association is developing a complete series of textbooks and other instructional materials in which an accurate history of all minorities is integrated into the middle, junior high, and senior high school curriculum. The materials are being planned and written cooperatively with scholars from all minority groups.

Michael Novak. Consultant in Humanities, Rockefeller Foundation, 111 West 50th Street, New York, New York 10020.

Michael Novak is editor of the newsletter *A New America* which deals with "new ethnicity" and has authored many books on ethnicity.

Panamerican Association, Permanent Multi-Ethnic/Multi-Cultural Studies. Northern Conference Center, Applecrest, Baldwinsville, New York 13027.

The Permanent Multi-Ethnic/Multi-Cultural Studies Conference, established by the Panamerican Association, is designed to broaden the base of humanistic contributions at colleges and universities through Residency Programs in Multi-Ethnic Studies.

Rockefeller Foundation. 111 West 50th Street, New York, New York 10020.

The Rockefeller Foundation's activities are directed toward promoting the well-being of mankind through the advancement of knowledge and its effective application to human needs and interests. The Foundation's programs focus on 1) the

conquest of hunger and its attendant ills; 2) the solution of population problems; 3) the strengthening of emerging learning centers in developing countries and the United States; 4) equal opportunity for all; 5) cultural development; and 6) improvement in the quality of the environment.

Social Science Education Consortium, Inc. 855 Broadway, Boulder, Colorado 80302, Attn: Frances Haley.

The Social Science Education Consortium, Inc. received a 1974-75 Title IX grant from the U.S. Office of Education to collect and disseminate ethnic heritage studies curriculum materials for elementary and secondary levels. An annotated bibliography of 1,100 curriculum materials and a Teacher Resource Kit designed to help K-12 teachers develop ethnic studies programs are available from the SSEC.

Society for Intercultural Education, Training, and Research. 4401 Fifth Avenue, Pittsburgh, Pennsylvania 15213.

The Society for Intercultural Education, Training, and Research is a professional association designed to promote the field of intercultural communication and to foster its application to the practical problems of persons involved in areas of intercultural studies.

Southeast Michigan Regional Ethnic Heritage Studies Center. 71 East Ferry, Detroit, Michigan 48202.

The Southeast Michigan Regional Ethnic Heritage Studies program was funded by a U.S. Office of Education 1974-75 Title IX grant to develop and disseminate curriculum materials, train teachers, and help educators collaborate with ethnic groups in Michigan.

State Historical Society of Wisconsin. 816 State Street, Madison, Wisconsin 53706.

The State Historical Society of Wisconsin received a 1974-75 Title IX grant from the U.S. Office of Education to conduct ethnic research for Old World Wisconsin, an outdoor museum and to develop school curriculum materials on Finns, rural Poles, and Germans. The materials provide the information necessary to accurately create exhibits for Old World Wisconsin.

Task Force on Ethnic Studies. Minneapolis Public Schools, 807 N.W. Broadway, Minneapolis, Minnesota 55413, Attn: Mr. Christian Skjervold.

The Task Force on Ethnic Studies, with the help of consultants, is attempting to coordinate curriculum design at elementary and secondary levels. The Task Force solicits reaction to curriculum materials from community groups representing the diverse racial and ethnic composition in Minnesota.

Working Group on Cultural Pluralism. c/o ASCD, 1701 K. Street, N.W., Washington, D.C. 20005.

The Working Group on Cultural Pluralism was formed to provide the Association For Supervision and Curriculum Development with guidelines for determining what cultural pluralism means in relation to curriculum development and supervision.

GERMAN AMERICANS

Federation of American Citizens of German Descent. 460 Chapman Street, Irvington, New Jersey 07111, Attn: S.R. Brueckner.

The Federation of American Citizens of German Descent, founded in 1945, was established to improve the reputation of German Americans, to further German language and culture in America, and to work for friendly and peaceful relations between America and Germany.

GREEK AMERICANS

Order of AHEPA. 1422 K. Street, N.W., Washington, D.C. 20005, Attn: George J. Leber, Exec. Secretary.

The Order of AHEPA, founded in 1922, is a fraternal organization for persons of Greek birth or descent. The Order contributes financial aid to the people of Greece, conducts charitable and social activities in the United States, and provides scholarships for students.

HUNGARIAN AMERICANS

American Hungarian Studies Foundation. 177 Somerset Street, New Brunswick, New Jersey 08903, Attn: Mr. August J. Molnar, President.

The American Hungarian Studies Foundation maintains a large collection of materials pertaining to the preservation of Hungarian culture.

ICELANDIC AMERICANS

Haraldur Bessason. Department of Icelandic, University of Manitoba, Winnipeg, Canada.

Professor Haraldur Bessason works at the University of Manitoba in the Department of Icelandic. Bessason specializes in Icelandic history.

G. Bjorn Bjornson. 4454 Edmund Boulevard, Minneapolis, Minnesota 55406.

Bjorn Bjornson, honorary consul for Iceland, is knowledgeable about past and present Icelandic Americans.

Val Bjornson. 2914 46th Avenue, South, Minneapolis, Minnesota 55406.

Val Bjornson, retired Treasurer of the State of Minnesota, has written a number of newspaper articles and monographs about Icelanders in America.

Caroline Gunnarsson. 303 Kennedy Street, Winnipeg, Manitoba 3B 2M7.

Caroline Gunnarsson publishes an Icelandic language newspaper, the *Logerg-Heinskringla*, in Winnipeg, Canada.

IRISH AMERICANS

American Irish Historical Society. 991 Fifth Avenue, New York, New York 10029, Attn: James McGurrin, President.

The American Irish Historical Society, founded in 1897, maintains a library of 25,000 volumes on Irish history, genealogy, and Irish Americans.

ITALIAN AMERICANS

Congress of Italian American Organizations. 15 Park Row, Suite 1616, New York, New York 10038, Attn: Mary Sansone.

The Congress of Italian American Organizations was awarded a Ford Foundation grant to study Italian Americans in the United States.

Robert W. Edgar. Professor of Education, Queens College, Flushing, New York 11367.

Robert W. Edgar is Professor of Education at Queens College and works closely with high school teachers in developing ethnic studies programs. He has done extensive study of Italian Americans as well as other ethnic groups.

Richard Gambino. Queens College of the City University of New York, Flushing, New York 11367.

Richard Gambino is Professor of Education at Queens College. He specializes in the study of Italian Americans and has recently published a book, *Blood of My Blood*, on the culture of the southern Italian in America.

Italian Historical Society of America. 111 Columbia Heights, Brooklyn, New York 11201, Attn: John LaCorte, Director.

The Italian Historical Society of America was established in 1949 to promote Italian heritage in America and to gather historical data on Italian Americans.

JAPANESE AMERICANS

Japanese American Citizens League. 22 Peace Plaza, Suite 203, San Francisco, California 94115.

The Japanese American Citizens League was awarded a 1974-75 Title IX, U.S. Office of Education grant to develop curriculum materials for grades K-6. Materials pertain to the history, culture, role, and contributions of Americans of Japanese ancestry.

JEWISH AMERICANS

American Association for Jewish Education. 114 Fifth Avenue, New York, New York 10011, Attn: Max Nadel.

The American Association for Jewish Education, founded in 1939, is the national service agency for coordination, promotion, and research in American Jewish education.

Anti-Defamation League of B'nai B'rith. Program Division, 315 Lexington Avenue, New York, New York 10016.

The Anti-Defamation League of B'nai B'rith was founded in 1913 to translate this country's heritage of democratic ideals into a way of life for all Americans. The League's goal is to end the defamation of Jewish people and to secure justice and fair treatment for all citizens.

Brandeis University. Philip W. Lown Graduate Center for Contemporary Jewish Studies, Waltham, Massachusetts 02154.

Brandeis University was awarded a 1974-75 Title IX grant from the U.S. Office of Education to develop curriculum materials focusing primarily on the ethnic heritage of the American Jew. The materials are for use in both Jewish and public schools and the grant provides for teacher training in the use of these materials.

Arnold J. Rosenberg. Associate Principal, Seneca Valley High School, 12700 Middlebrook Road, Germantown, Maryland 20767.

Arnold J. Rosenberg is affiliated with the United Federation of Teachers and has done considerable study in the area of Jewish studies.

Judye Saypol. Community Relations Associate, Jewish Community Council, 1330 Massachusetts Avenue, N.W., Washington, D.C. 20005.

Judye Saypol works for the Jewish Community Council which is a central body of 175 affiliated organizations devoted to community planning, research, education, and community relations.

Jacob L. Susskind. Assistant Professor, Social Science and Education, The Pennsylvania State University, Middletown, Pennsylvania 17057.

Dr. Jacob L. Susskind is working with Pennsylvania State University in gathering materials and establishing criteria for analyzing materials on Jews in America.

MEXICAN AMERICANS

Carlos E. Cortés. Chairman, Mexican American Studies, University of California, Riverside, California 92502.

Carlos Cortés is an Associate Professor of History and Chairman of the Mexican American Studies Program at the University of California, Riverside. Cortés has directed many programs in ethnic studies and has written several books and articles on Mexican Americans.

National Council of La Raza. 1025 Fifteenth Street, N.W., Fourth Floor, Washington, D.C. 20005, Attn: Robert Olivas, Director.

The National Council of La Raza, a Mexican-American organization, was formed primarily to lend assistance to affiliated barrio organizations in economic development, housing, and education.

NATIVE AMERICANS

American Indian Historical Society. 1451 Masonic Avenue, San Francisco, California 94117, Attn: Rupert Costo, President.

The American Indian Historical Society, founded in 1964, is an all-Indian society of scholars, historians, professionals, and other interested persons. The Society publishes magazines and books on Native Americans.

Center for the History of the American Indian. The Newberry Library, 60 West Walton Street, Chicago, Illinois 60610.

The Center for the History of the American Indian furnishes information to authors wishing to write articles on Native Americans. The Center has a Director's Fellowship to further historical scholarship, to develop teaching materials, and to redefine the conventional view of history and its social uses. A newsletter concerning Center activities is available.

National Indian Education Association. Project Media, 3036 University Avenue, S.E., Minneapolis, Minnesota 55414.

The National Indian Education Association has developed a detailed curriculum for a one-year course on contemporary Indian issues and a bibliography of films and reading materials.

NORWEGIAN AMERICANS

Kenneth Bjorck. St. Olaf College, Northfield, Minnesota 55057.

Dr. Kenneth Bjorck specializes in Norwegian-American studies at St. Olaf College in Minnesota.

The Norwegian-American Historical Association. St. Olaf College, Northfield, Minnesota 55057, Attn: Lloyd Hustvedt.

Since 1925 the Norwegian-American Historical Association has published *Norwegian-American Studies*, a cumulative bibliography of publications on Norwegian-American history.

Norwegian American Museum. Decorah, Iowa 52101.

The Norwegian American Museum maintains a principal museum collection of Norwegian-American documents and artifacts. A catalogue of museum holdings is available.

Sons of Norway. 1455 West Lake Street, Minneapolis, Minnesota 55408.

The Sons of Norway promotes the preservation of Norwegian cultural heritage; sponsors Norse language and craft classes and camps; and produces motion pictures, filmstrips, and multimedia programs on Norwegian folk culture and fine arts. The organization also maintains a library containing material on Viking and Norse culture.

POLISH AMERICANS

The Polish American Historical Association. St. Mary of the Lake Seminary, Mundelein, Illinois 60060, Attn: Rev. M.J. Madaj, Exec. Secretary.

The Polish American Historical Association, founded in 1942, publishes the *Polish Review*, a journal which focuses on the Polish-American community.

SCANDINAVIAN AMERICANS

The American Scandinavian Foundation. 127 East 73rd Street, New York, New York 10021, Attn: Donald E. Askey, Secretary.

The American Scandinavian Foundation was founded in 1910 to further understanding between the United States and the Scandinavian countries through educational and cultural exchanges, publications, and projects. The Foundation maintains a 6,000-volume library of Scandinavian literature.

Gustavus Adolphus College, Scandinavian Studies. St. Peter, Minnesota 56082.

This college was awarded a 1974-75 Title IX grant from the U.S. Office of Education to further their study of Scandinavian ethnic heritage. The College's past focus on Scandinavian language and literature studies is being expanded to include study of Scandinavian-American culture and Scandinavian influence in America.

Nils Hasselmo. Department of Scandinavian, University of Minnesota, 210 Folwell Hall, Minneapolis, Minnesota 55455.

Nils Hasselmo is working with the Society for the Advancement of Scandinavian Study to incorporate the study of Scandinavia and Scandinavians in America into secondary and elementary school curriculum.

SERBIAN AMERICANS

Serbian National Federation. 3414 5th Avenue, Pittsburgh, Pennsylvania 15213.

The Serbian National Federation was founded in 1929 and has more then 24,000 members. The Federation is a fraternal benefit life insurance society and publishes a triweekly magazine, *The American Srbobran.*

SWEDISH AMERICANS

American Swedish Institute. 2600 Park Avenue, Minneapolis, Minnesota 55407.

The American Swedish Institute, founded in 1929, houses permanent collections and temporary exhibits for its members. The Institute's activities include concerts, films, lectures, language instruction, and charter flights to Europe.

Steve Benson. 4448 Vincent Avenue, South, Minneapolis, Minnesota 55410.

Steve Benson specializes in Swedish-American history and culture.

Nils W. Olsson. c/o American Swedish Institute, 2600 Park Avenue, Minneapolis, Minnesota 55407.

Dr. Nils W. Olsson is affiliated with the American Swedish Institute and has gathered information on Swedish Americans.

Swedish Pioneer Historical Society. 5125 North Spaulding Avenue, Chicago, Illinois 60626.

The Swedish Pioneer Historical Society was established in 1948. The Society's purpose is to collect historical materials, to encourage and advance scholarly research, to edit and publish, and to promote general interest in the contributions of Swedish pioneers and their descendants.

Westley M. Westerberg. American Swedish Institute, 2600 Park Avenue, Minneapolis, Minnesota 55407.

Dr. Westley M. Westerberg is the administrative director of the American Swedish Institute in Minneapolis, Minnesota. He has been involved in Swedish-American studies throughout his life.

YUGOSLAVIAN AMERICANS

Lyman H. Legters. The Institute for Comparative and Foreign Area Studies, University of Washington, Seattle, Washington 98195.

Lyman H. Legters is currently working with the TTT-International program to develop materials on Yugoslav society and culture for use at all levels of American education. Legters is employed by the Institute for Comparative and Foreign Area Studies which conducts research in ethnic studies.

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Amerasia Bookstore
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Los Angeles, California 90012

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470 Atlantic Avenue
Boston, Massachusetts 02210

American Association for Jewish Education
National Council on Jewish Audio-Visual Materials
114 Fifth Avenue
New York, New York 10011

American Association of Colleges for Teacher Education
Suite 610
One Dupont Circle
Washington, D.C. 20036

American Bibliographical Center/Clio Press
Riviera Campus
2040 Alameda Padre Serra
Santa Barbara, California 93103

American Book Company
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New York, New York 10003

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

American Hungarian Review
5410 Kerth Road
St. Louis, Missouri 63128

American Immigration and Citizenship Conference and National Project on Ethnic America
165 East 56th Street
New York, New York 10022

American Indian Curriculum Development Program
3315 South Airport Road
Bismarck, North Dakota 58501

American Jewish Committee, The
165 East 56th Street
New York, New York 10022

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New York, New York 10016

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New York, New York 10016

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19 Union Square, West
New York, New York 10003

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330 Madison Avenue
New York, New York 10017

Association for Supervision and Curriculum Development
Room 428
1201 16th Street, N.W.
Washington, D.C. 20036

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209 Flagg Place
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218 East 18th Street
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Div. of Regensteiner Publishing
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Chinese Historical Society of America
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Reston, Virginia 22091

National Coordinating Council on Drug Education
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Washington, D.C. 20036

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Washington, D.C. 20036

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, New York 10020

National Geographic Society
17th and M Streets, N.W.
Washington, D.C. 20036

National Study of School Evaluation
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East Rutherford, New Jersey 07073

Pyramid Communications, Inc.
919 Third Avenue
New York, New York 10022

Quadrangle/The New York Times Book Company
10 East 53rd Street
New York, New York 10022

Ramah Bilingual Education Project
Box 248
Ramah, New Mexico 87321

Random House, Inc.
201 East 50th Street
New York, New York 10022

Reader's Digest Services, Inc.
Pleasantville, New York 10570

Rowman and Littlefield, Inc.
Div. of Littlefield, Adams and Company
81 Adams Drive
Totowa, New Jersey 07512

Russell and Russell Publishers
Div. of Atheneum Publishers
122 East 42nd Street
New York, New York 10017

Sadlier, W. H., Inc.
11 Park Place
New York, New York 10007

St. Martin's Press, Inc.
175 Fifth Avenue
New York, New York 10010

St. Mary's College Press
Winona, Minnesota 55987

Schloat Productions, Inc.
150 White Plains Road
Tarrytown, New York 10591

Schocken Books, Inc.
200 Madison Avenue
New York, New York 10016

Scholastic Book Services
50 West 44th Street
New York, New York 10036

Science and Behavior Books Inc.
Box AJ
Cupertino, California 95014

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott Education Division
Holyoke, Massachusetts 01040

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Scribner's, Charles, Sons
597 Fifth Avenue
New York, New York 10017

Seabury Press, Inc., The
815 Second Avenue
New York, New York 10017

Selective Educational Equipment, Inc.
3 Bridge Street
Newton, Massachusetts 02195

Senior Scholastic
50 West 44th Street
New York, New York 10036

University of California Press
2223 Fulton Street
Berkeley, California 94720

University of Chicago Press
5801 Ellis Avenue
Chicago, Illinois 60637

University of Florida Press
15 Northwest 15th Street
Gainesville, Florida 32601

University of Illinois Press
Urbana, Illinois 61801

University of Massachusetts Press
Munson Hall
Amherst, Massachusetts 01002

University of Michigan Press
Ann Arbor, Michigan 48106

University of Minnesota Press
2037 University Avenue, S.E.
Minneapolis, Minnesota 55455

University of New Mexico Press
Albuquerque, New Mexico 87106

University of North Carolina Press
Box 2288
Chapel Hill, North Carolina 27514

University of Notre Dame Press
Notre Dame, Indiana 46556

University of Oklahoma Press
1005 Asp Avenue
Norman, Oklahoma 73069

University of Southern California
Department of Cinema
University Park
Los Angeles, California 90007

University of Washington Press
Seattle, Washington 98105

University of Wisconsin Press
Box 1379
Madison, Wisconsin 53701

University Press of Hawaii, The
535 Ward Avenue
Honolulu, Hawaii 96814

University Press Of Kentucky
Lexington, Kentucky 40506

Urban Management Consultants of San Francisco, Inc.
680 Beach Street
Suite 370
San Francisco, California 94109

U.S. Commission on Civil Rights
Washington, D.C. 20425

U.S. Government Printing Office
Div. of Public Documents
Washington, D.C. 20402

VanNostrand Reinhold Company
Div. of Litton Educational Publishing, Inc.
450 West 33rd Street
New York, New York 10001

Vanderbilt University Press
Nashville, Tennessee 37235

Vanguard Press, Inc.
424 Madison Avenue
New York, New York 10017

Vesterheim Production, A Norwegian-American Museum
Decorah, Iowa 52101

Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

Vintage Books
(see Random House, Inc.)

Visual Communications
Aisarema, Inc.
338 East Second Street
Los Angeles, California 90012

Silver Burdett Company
250 James Street
Morristown, New Jersey 07960

Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Singer Education Division
1345 Diversey Parkway
Chicago, Illinois 60614

Smith, Peter
6 Lexington Avenue
Gloucester, Massachusetts 01930

Smithsonian Institution Press
Editorial and Publications Division
Washington, D.C. 20560

Social Science Research Institute
University of Hawaii
1914 University Avenue
Honolulu, Hawaii 96822

Southeast Michigan Regional Ethnic Heritage Studies Center
71 East Ferry
Detroit, Michigan 48202

Southern Regional Council and the Robert F. Kennedy Memorial
1035 30th Street, N.W.
Washington, D.C. 20007

Southwestern Indian Development, Inc.
P. O. Box 568
Window Rock, Arizona 86515

Spoken Arts
310 North Avenue
New Rochelle, New York 10801

State University College at Buffalo
Research and Development Complex
1300 Elmwood Avenue
Buffalo, New York 14222

Steck-Vaughn Company
P.O. Box 2028
807 Brazos Street
Austin, Texas 78767

Swallow Press, Inc.
1139 South Wabash Avenue
Chicago, Illinois 60605

Teachers College Press
Teachers College
Columbia University
1234 Amsterdam Avenue
New York, New York 10027

Teaching Resources Films
2 Kisco Plaza
Mt. Kisco, New York 10549

Temple University Press
Philadelphia, Pennsylvania 19122

Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Time-Life Books
Div. of Time, Inc.
Time and Life Building
Rockefeller Center
New York, New York 10020

Transaction Books
Div. of Transaction, Inc.
Rutgers - The State University
New Brunswick, New Jersey 08903

Trucha Publications, Inc.
Box 5223
Lubbock, Texas 79417

Tuttle, Charles E., Company
28 South Main Street
Rutland, Vermont 05701

Twayne Publishers, Inc.
31 Union Square, West
New York, New York 10003

Unitarian Universalist Association, The
25 Beacon Street
Boston, Massachusetts 02108

United Federation of Teachers
Box HBA
260 Park Avenue, South
New York, New York 10010

Wadsworth Publishing Company, Inc.
10 Davis Drive
Belmont, California 94002

Walck, Henry Z., Inc.
3 East 54th Street
New York, New York 10022

Walker Publishing Company, Inc.
720 Fifth Avenue
New York, New York 10019

Washington Square Press
Div. of Simon and Schuster, Inc.
630 Fifth Avenue
New York, New York 10020

Watts, Franklin, Inc.
730 Fifth Avenue
New York, New York 10019

Webster
(see McGraw-Hill Book Company)

Western Publishing Company
850 Third Avenue
New York, New York 10022

Westing[illegible]e Learning Press
100 Pa[illegible]
New York, [illegible]ew York 10017

Westminster Press
Witherspoon Building
Philadelphia, Pennsylvania 19107

Wiley, John, and Sons, Inc.
605 Third Avenue
New York, New York 10016

Williams and Wilkins Company
428 East Preston Street
Baltimore, Maryland 21202

Winston Press Inc.
25 Groveland Terrace
Minneapolis, Minnesota 55403

Wisconsin State Historical Society
816 State Street
Madison, Wisconsin 53706

World Publishing Company
Subs. of Times Mirror Company
110 East 59th Street
New York, New York 10022

Xerox Education Publications
Education Center
Columbus, Ohio 43216

Xerox Films
Education Center
Columbus, Ohio 43216

Yale University Press
92a Yale Station
New Haven, Connecticut 06520

Zenger Productions
P.O. Box 802
Culver City, California 90230

Zenith Books
Div. of Doubleday and Company, Inc.
277 Park Avenue
New York, New York 10017